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ABSTRACT

The major objective of this program was to improve the teaching performance of 20 junior high school teachers assigned to teach developmental reading as part of their class assignment. The program included a 7-week summer training portion and an academic school year of supervised teaching of developmental reading. The summer program included four college courses concerned with individualized reading instruction, improvement of reading instruction in the secondary school, observation and practicum in teaching reading at the junior-high level, and a seminar in reading education. During the academic year, monthly seminars were given for the 20 teachers participating in the program as well as guidance by two college supervisors and four other reading experts. Included in this report are (1) summaries of the four summer courses, (2) participant reports of activities in the teaching of reading, (3) a summary of participant evaluations, (4) evaluator reports, and (5) the director's summary. Appended are a participant evaluation questionnaire with a summary of responses and a checklist of teaching activities. (DE)

ED0 46638

SUPERVISION OF READING INSTRUCTION IN JUNIOR HIGH SCHOOL

Robert A. McCracken
Editor

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RE 003 208

WESTERN WASHINGTON STATE COLLEGE
Bellingham, Washington

ED0 46638

SUPERVISION OF READING INSTRUCTION IN JUNIOR HIGH SCHOOL

A Report of a National Defense Education
Act Institute in Developmental Reading,
June 1966 through June 1967

Edited by
Robert A. McCracken

Western Washington State College
Bellingham, Washington
98225

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Preface

This program was made possible through a National Defense Education Act grant. I wish to thank all of the United States Office of Education personnel, and particularly Dr. Donald Bigelow and Dr. Doris Gunderson, for their assistance.

The success of this program depended upon the cooperation and support of several school districts. Our participants were granted time off for conference attendance and were relieved of special duties throughout the year so that they could concentrate on their Institute responsibilities. I wish to thank the superintendents, the principals, and school boards of the school districts of Bellingham, Burlington-Edison, Conway, Coupeville, Diablo, Ferndale, Lynden, Meridian, Mt. Baker, Mt. Vernon, and Sedro-Woolley.

I want to thank each of the participants whose hard work and dedication made this Institute a vital and rewarding experience: Robert S. Allgire, Coupeville School District; Dennis A. Anderson, Conway School District; Charlene Blore, Bellingham School District; Patricia Brackinreed, Ferndale School District; Bennie Dupris, Burlington-Edison School District; R. Don Graham, Bellingham School District; John L. Groom, Meridian School District; Jeanette Gustafson, Bellingham School District; Lane D. Hathaway, Bellingham School District; Patrick Hayden, Mt. Vernon School District; G. Ivan Hickenbottom, Diablo School District; George S. King, Burlington-Edison School District; Berniece Leaf, Mt. Vernon School District; Joseph Levac, Mt. Baker School District; Esther Nordin, Bellingham School District; Alvin G. Randall, Sedro-Woolley School District; Patricia Saab, Lynden School District; Alma Sapp, Sedro-Woolley School District; F. Olive Thon, Bellingham School District; and Patricia VanZandt, Lynden School District.

I want to thank each of my staff for their fine teaching: H. O. Beldin, Co-Director, Associate Professor of Education, Western Washington State College; Salome Brown, Reading Consultant for the Muncie (Indiana) Community Schools; Richard A. Bruland, Assistant to the Director; Robert Lowell, Assistant Professor of Education, University of Maine; Christopher R. Mare, Coordinator of Reading for the State College (Pennsylvania) Area School District; Barbara McGill, Graduate Assistant; and Neill Mullen, Assistant Professor of Education, Western Washington State College.

I want to thank each of the evaluators for their helpful and forthright evaluations, and for their stimulating contributions at the seminars: Henry A. Bamman, Professor of Education, Sacramento State College; Margaret Early, Professor of Education, Syracuse University; Henry R. Fea, Professor of Education, University of Washington; and Lyman C. Hunt, Jr., Professor of Education, University of Vermont.

I particularly want to thank Mrs. Helen Peterson for her wonderful work as secretary throughout the Institute.

I hope that the program described herein might serve as a model for other teacher in-service programs in which colleges and school districts would cooperate to improve instruction for children.

Robert A. McCracken, Director

INTRODUCTION 1

Robert A. McCracken

WE STARTED WITH TWO MAJOR ASSUMPTIONS:

1. Experienced junior high teachers recognize a need for greater proficiency in the teaching of reading, and desire help in improving their teaching of reading. They would welcome supervision which helped them to be better teachers, even though the word supervision is frightening to most teachers. We felt this was true of the ***average*** teacher, not just the ***master*** teacher or the teacher of reading.
2. Summer school course work, workshops, or institutes in reading are refreshing, they stimulate discussion, etc., but they are not particularly effective in changing teaching behavior in the fall, winter, and spring. Supervision must extend through a school year as each teacher learns how to apply the summer school methods in her own classroom.

THE MAJOR OBJECTIVE was to improve the teaching performance of junior high school teachers assigned to teach developmental reading as part of their class assignment.

We chose twenty teachers who had this assignment, although four were shifted to remedial reading positions as a result of their summer work.

FOUR READING EXPERTS SERVED AS EVALUATORS. Each visited at least five teachers, spending approximately one half-day in each classroom visit. Each was guest expert in an evening seminar. The evaluators were Dr. Margaret Early, Professor of English and Education, Syracuse University, who visited in January, Dr. Lyman C. Hunt, Jr., Professor of Education and Director of the Reading Center, University of Vermont, who visited in February, Dr. Henry C. Bamman, Professor of Education, Sacramento State College, who visited in March, and Dr. Henry Fea, Professor of Secondary Education, University of Washington, who visited in April.

The Program

The program was in two parts, (1) a seven-week summer training portion, and (2) an academic school year teaching developmental reading.

THE SUMMER PROGRAM included four college courses.

1. EDUCATION 486--Individualized Reading Instruction
2. EDUCATION 487--Improvement of Instruction in Reading in the Secondary School
3. EDUCATION 497--Observation and Practicum in Teaching Reading at the Junior High School Level
4. EDUCATION 585--Seminar in Reading Education

This took one hundred seventy clock hours, not counting free time for study or preparation. Ed. 486 emphasized ***Individualized Reading*** as a method of instruction. Ed. 487 emphasized the more traditional basal and skills centered approach to teaching reading. Ed. 497 was an observation of a junior high school reading class taught to simulate a September beginning, and a tutoring practicum in which the participants worked individually with junior high youngsters, some excellent readers, some average, and some poor. Ed. 585 emphasized techniques of research and the intelligent reading of research reports.

DURING THE ACADEMIC YEAR each teacher attended regularly scheduled monthly seminars. Eighteen teachers developed and completed a reading project; each teacher was visited regularly by two college supervisors who observed her classes, assisted or demonstrated in the teaching of reading and consulted with the teacher; each teacher attended and demonstrated at the Washington Organization for Reading Development Conference; each attended the annual International Reading Association Conference; each teacher was visited and observed by at least one of the reading experts; and all met with the reading experts as part of the monthly seminar program.

The visits were for half-days, two-and-one-half to three hours. The college supervisors met with each teacher after each visit to discuss the observation. The director followed each of his monthly visits with a personal letter of evaluation. The letters summarized the observation, reflected fully about the observation and the follow-up discussions, and offered comments and suggestions. Some letters were brief; many were two to three single-spaced typewritten pages. The letters seemed to be vital in making the visitations successful.

SUMMER COURSE WORK 2

Summary and Description of Summer Course Work

The participants took four college courses as part of the summer institute. Each instructor wrote a brief summary of his course. 3

A Summary of the Contents of Ed. 497g

OBSERVATION AND PRACTICUM IN TEACHING READING AT THE JUNIOR HIGH SCHOOL LEVEL

Salome Brown
Reading Consultant, Muncie, Indiana, Community Schools
and
Robert A. McCracken
Professor of Education, Western Washington State College
Bellingham, Wn.

TEXTS:

Harris, Albert. ***Readings on Reading Instruction***, David McKay Company, Inc., 1963.

Sheldon, William D., and McCracken, Robert A. "The Junior High School Reading Program," ***Teacher's Manual for High Trails***, Allyn and Bacon, Inc., 1958, 1965. Mimeographed as revised for 1968 publication.

Education 497g was in three parts. The first was the observation, the second was the practicum, and the third was a class seminar.

The Observation

Twenty-seven children who had completed grades 6, 7, and 8 simulated a developmental reading class beginning a school year. These same pupils had individual instruction in the practicum with the institute participants as tutors.

Six principles of reading instruction were emphasized:

1. Reading instruction must recognize and provide for individual differences in reading achievement, reading interest, and rate of learning to read.
2. Concepts must be developed.
3. Reading skills must be taught.
4. Reading must be considered as part of a total language process.
5. Reading must be made enjoyable.
6. Pupils must understand the reading process.

Dr. McCracken was the teacher. He attempted to demonstrate each of these principles with particular emphasis upon the recognition of individual differences, making reading enjoyable, and pupils' understanding the reading process. Pupils assisted with diagnosis, and in a sense, did self-diagnosis. The goal was to make the participants more aware of the value of honestly asking pupils what difficulty they had in learning to read.

The participants wrote observation reports daily with emphasis on the pupils with whom they worked in the practicum.

The Practicum

The primary objectives of the practicum were:

1. To develop a greater awareness of the need to individualize and differentiate reading instruction in helping each child achieve to the limits of his ability.
2. To develop further each teacher's ability to appraise the child's reading performance and identify his strengths and weaknesses.
3. To acquaint the teachers with tests and procedures for diagnosis in specific skill areas.
4. To help the teachers evaluate the results of their diagnoses and observations, and to plan reading instructional programs based on their evaluation.

Each participating teacher met with one or two children for one hour daily during the five-week tutorial practicum. Each child's reading needs were diagnosed, strengths and weaknesses were appraised, and instruction was planned to meet each child's needs.

Each participant made a daily written report to record observations, diagnostic findings, teaching procedures and evaluation of the procedures, and materials used. Each participant made a written case-study for each child. The case study included statements of diagnosis, prognosis, tutoring procedures, and further recommendations for instruction.

Class Seminar

The participating teachers met daily for one hour of seminar as part of the seven-week practicum. Techniques of appraisal were explained. The participants used more of these during their practicum. Instructional materials and exercises appropriate to levels of ability and specific needs were examined, discussed and evaluated. The participants discussed their experiences in diagnosing each child's reading. They outlined and demonstrated one or more of the techniques which they found worked successfully with the children.

A Summary of the Contents of Ed. 487

IMPROVEMENT OF INSTRUCTION IN READING IN THE SECONDARY SCHOOL

Neill D. Mullen
Assistant Professor of Education, Western Washington State College
Bellingham, Wn.

TEXTS:

Bamman, Hogan and Greene. ***Reading Instruction in the Secondary Schools***, David McKay, 1961.

Strang and Bracken. ***Making Better Readers***, D. C. Heath and Company, Boston, 1957.

Introductory Questionnaire:

The content and direction of Education 487 was based upon the knowledge of reading instruction, the experience, and the expectations of the Institute participants. A twenty-item questionnaire was administered during the first session to sample the abilities and expectations of the participants. The questionnaire sought information in four general areas:

1. The reading materials and equipment each participant used.
2. The knowledge each participant possessed of the professional field of reading instruction.
3. The professional experience and specific teaching assignment for School Year 66-67.
4. The participants' expectations for Education 487 and the Institute in general.

Questionnaire Results:

The responses indicated a wide range of teaching experience, knowledge, and backgrounds. However, in general, the majority indicated little knowledge or exposure to the professional literature in reading instruction, limited use of reading materials, and for some, no experience as teachers of reading. For example, the participants gave vague, inaccurate, and incomplete responses to the question,"What characteristics do vowels have that permit us to distinguish them from consonants?" Selected individual responses to this question follow:

"They have a soft sound."
"Vowels have specific clear sounds depending on the markings."
"Vowel sounds make syllables."
"Vowels have meaningful sounds."
"Vowels are long--tongue does not touch lip or teeth."
"Vowel sounds are readily spoken and more easily recognized by children."
"A vowel is a single sound (utterance of the voice)."
"A vowel gives sound to the consonants."

Four participants expressed their feelings about teaching reading in the following ways:

1. "I always feel the greatest inadequacy when I am conducting a reading class. Sometimes I think the kids could have curled up with a book at home by themselves and received just as much benefit."

2. "I'm not sure about the basal reader. In fact, the whole area of reading is somewhat a mystery."

3. ". . . I have been teaching reading for a number of years (8) with very little formal training . . ."

4. "I felt very handicapped last year in working with a low achievement group in science. They couldn't read the text--and if I'd known more about teaching reading, I'm sure I could have helped them."

In their expectations of the course and Institute, the participants revealed a seriousness and sincerity with which they came to seek help with the teaching of reading. The expectations differed widely according to the various teaching assignments of the participants for School Year 66-67. Most frequently mentioned were:

1. What skills are basic to learning to read?
2. What are the goals of a good reading program?

3. What are good activities and materials to use for teaching reading?
4. What methods are best for teaching reading?

Participants expressed their expectations in numerous ways:

". . . I have used SRA, Controlled Reader . . . and skill texts but I want to learn to do a better job of teaching reading all day--not just for a 30-50 minute period."

". . . I would like . . . help in phonics . . . and in materials and activities that can be presented to junior high core teachers."

"I'd like to complete the Institute with enough information and sufficient evidence to influence my associates on the importance of sufficient time being given to, and funds made available for, a better reading program."

"I would like to get ideas on activities which the slow learner could be interested in and actually do so he or she would not be just "pretending" to work. Also activities which . . . challenge the good student--not just *busy work.*"

"I want to develop a point-of-view about teaching reading in grades 7-12 which will put me on firmer ground in planning, supervising and purchasing equipment for our reading program."

"I need some sound methods of teaching children to read and a better understanding of the make-up of reading."

"I hope to clarify my theories of teaching reading and to analyze the methods I used this year."

"My reading program lacks structure. I need to formulate concrete, long range goals for my students."

"I desire to know what is 'going on' in reading--what's new."

Course Content-Phase I:

A slide presentation of McKee's "fake alphabet"[1] served as a "primer for teachers" and provided the group with an initial common experience. This activity stimulated questions which served as a general framework for the first phase of the course:

1. What is the sight method of teaching reading?
2. What is the controversy over phonics?
3. Do sight reading and phonics clash?
4. How is reading commonly taught today?
5. What constitutes a good basal reading series?
6. Do the various basal series differ?
7. How do you measure comprehension?
8. What is the place of oral reading in English, science, and social studies at the junior high level?
9. How effective is oral reading (reading around the room) as a means of improving the reading levels of the poor readers in the academic subject classes of the junior high school?

Several independent but related activities were conducted during Phase I. One early activity was a visit to the extensive Education Curriculum Library. The librarian-in-charge gave an orientation to the materials and their usage. A recent reorganization of the materials in this section of the library made the visit worthwhile to those students already familiar with the services and resources of this facility. Before leaving, each student examined two teacher's manuals from different basal series and looked specifically for the procedures or steps recommended for teaching a lesson from that basal reader. The various steps were discussed at the next class meeting and a composite listing was made.

Another activity was discussing the nature and measurement of readability. The several factors comprising readability and their application in various formulas were presented. One simple formula was presented and students practiced applying it to various paragraphs during a lab session.

Two lab sessions were devoted to presentations by representatives of two publishing firms.

Course Content-Phase II:

The skills that make up the complex nature of the reading act were emphasized in phase II. Stress was placed on the facts that children improve in reading through the acquisition of specific skills and extensive reading. To expand this idea, class attention was focused on Bamman's "Check List of Reading and Study Skills for the Content Areas."[2] Lectures and class discussions expanded the following broad areas:

Word Attack Skills
Comprehension Skills
Word Meaning Skills
Study Skills
Mechanical Skills
Student Interests

During this phase each participant was required to present one specific activity from his "bag of tricks." The learning activity had (1) to be appropriate for grades six through nine and (2) had to be "keyed" to Bamman's "List of Reading and Study Skills." This proved to be a very worthwhile activity if student enthusiasm, reception, discussion, and comments are used as measures of evaluation. Each participant was successful in presenting one effective practice. Each participant's presentation gave him status and made him an "expert" in the area of his skill presentation. The participant who demonstrated an introduction to "The Legend of Sleepy Hollow" through a commercial recording soon found himself being asked to provide sources, titles, and cost of other available recordings. The participant who presented one way of developing vocabulary through use of a dictionary was asked to judge the best dictionary for junior high use. In a subsequent session she reviewed various available dictionaries. The participant who presented an introduction to poetry, did so from the heart and out of love of poetry. He later brought various anthologies to class and compiled his own 46-page anthology for presentation to each class member. Other presentations covered reading the newspaper, following written instructions, organizing ideas in sequence, fostering an interest in vocabulary development through a study of the English language, and vocabulary development through words and phrases that "live in the hearts of most Americans." Four participants demonstrated various reading lessons through the use of a tape recorder, Craig Reader, Controlled Reader, and a tachistoscope.

***Summary*:**

The course was structured around the strengths, weaknesses, and preferences of the participants initially discovered through a questionnaire. Emphasis was placed upon the idea that children improve in reading through the mastery of specific skills and the teacher, with a knowledge of the sequence of these skills, is prepared to diagnose weaknesses and to provide instruction to meet individual differences.

REFERENCES

1. Paul McKee. *A Primer for Parents*, Boston: Houghton Mifflin Company, 1966.
2. Bamman, Hogan, and Greene. *Reading Instruction in the Secondary Schools*, New York: David McKay Company, Inc., pp. 40-42, 1961.

A Summary of the Contents of Ed. 486

INDIVIDUALIZED READING INSTRUCTION

Christopher R. Mare
Coordinator of Reading, State College, Pennsylvania
Area School District

TEXTS:

Barbe, Walter. *An Educator's Guide to Personalized Reading Instruction*, Prentice-Hall, Inc., 1961.
Gans, Roma. *Common Sense in Teaching Reading*, Bobbs-Merrill Company, Inc., 1963.
Lazar, May, Draper, M., and Schwietert, L. A. *Practical Guide to Individualized Reading*, Board of Education of the City of New York, Bureau of Educational Records, 1960.

In order to achieve a realistic situation, instruction for this class was as highly individualized as possible. Students had the opportunity not only to study methods, materials, and organizational patterns appropriate to individualized instruction but also were able to participate personally in many instructional experiences typical of an individualized program.

The course began with a general overview of the basic principles and practices of individualized reading instruction. This was provided for the entire group. As part of the overview, students were told that they were expected to select an area of reading instruction of particular interest to them or to identify a problem that they experienced with their teaching of reading. They were told that they were expected to develop their area or problem through independent study. All were advised to keep some type of bibliography or reading record. This record was to contain a list, with or without annotations, of all of their reading which in some way could be related to the teaching of reading. Students also were assured that class time would be provided for them to share what they had discovered. The sharing activity could be anything that they wished except reading a written report or giving the equivalent of a written report.

While students had the use of all of the resources of the college library, they also were able to use a number of special, professional materials that were made available by the Institute. They explored in the excellent Campus School Library, in the complete, current Books on Exhibit collection, and in the many paperback books that were provided by the Institute reading materials appropriate for upper elementary and junior high school children.

In the days following the overview, the group viewed two films: ***Passion for Life*** and ***The Roots of Happiness.*** These films emphasized the psychological and sociological factors that are fundamental to effective learning. The need for individualizing instruction was made clear. ***Passion for Life*** provided an example of one approach to the individualization of instruction. Each film was followed by a group discussion. Students were not required to attend discussions but most did.

Before the first film, in the days between films, and for several days after the films, class time was devoted to individual conferences. The conferences usually lasted about half an hour. During the conferences, students were helped to identify areas of interest and had opportunities to discuss them. Discussions held during individual conferences also served to help students to clarify problems that they might be having or that they might anticipate having with the teaching of reading.

In several group discussions, the importance of individual diagnosis and of record keeping by the teacher had been stressed as a basic part of individualized instruction. Both diagnosis and record keeping were included, therefore, in each individual conference and students had the opportunity to observe how the instructor worked with these activities.

All students had at least one conference during this part of the course. While conferences were being held, the remainder of the class used this time to pursue independent study.

In order to help students clarify their thinking, to maintain their direction, as well as to help the instructor to keep up with the activities of all, students were asked to hand a record of their activities for the previous week in each Monday. In addition to serving as a record of activities, this "diary" also included questions, reactions, comments, etc. and helped to guide the instructor in the development of the course. Every effort was made to respond to the comments and to meet individually with students to answer the questions that they raised.

Following the days devoted to conferences and independent study, all students viewed three films concerning very specific aspects of individualized reading instruction. These films emphasized the very highly eclectic nature of individualized instruction in reading. Flexibility in the selection of materials, in the utilization of instructional methods and techniques, and in types of grouping patterns was illustrated and explored. Students were able to observe many reading skills being taught in a variety of appropriate situations. Viewing of the films was followed by voluntary group discussions and many individual conversations.

At this point, the class was divided into six small groups. The reading problems or areas of interest which the students had chosen to study were used as the basis for grouping. Each student was instructed to share his explorations and findings with his group. Groups were told that after all members had described their studies, they were to explore common interests and concerns and to see if they might wish to continue to work together, to continue to share findings, or to cooperate on their final presentations to the class. While the groups were meeting, the instructor joined the discussion in one or another of the groups.

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SEMINAR IN READING EDUCATION

Robert E. Lowell
Assistant Professor of Education, University of Maine
Orono, Maine

TEXTS:

Figurel, J. Allen, editor. *Improvement of Reading Through Classroom Practice*, International Reading Association Conference Proceedings, Volume 9, 1964, IRA, Newark, Delaware, 1964.

The Journal of Education Research, the February 1966 issue containing the annual Summary of Investigations in Reading.

The emphasis of Ed. 585 was to develop understanding in the application of research to classroom practice and in planning and executing of good research studies. The participants questioned research design more; hence, the emphasis of the course favored the features of research involving design of a study, and interpretation of results. However, the practical or applied research was stressed throughout. The following topics describe the contents of the course. The topics are in sequence as they took place in the summer institute.

A. The first step taken was to define research and discuss the sources of research information. Contrasts were drawn between common sense and scientific logic. A large amount of time was spent in defining the terms used. Experimental and non-experimental research was contrasted. Speculative or descriptive reports of opinion were contrasted with reported results of organized empirical analyses.

B. The second major division of the course centered around the methods and procedures of the researcher. Concepts of design, randomization, sampling, significance levels, statistical analyses (T & F tests) and definition of terms were presented. The students, and instructor, felt these to be sources of confusion in research reports--thus time was taken to relate these terms to articles being read.

Time was spent defining reliability, validity, and standard error in relation to specific measures the students were using. These concepts were also related to research intents of the seminar.

Measurement methods and other sources of bias were given a thorough treatment in class lecture and discussion.

C. Attention was focused next on the evaluation of research reports and articles. Several articles were read and discussed. One article was read and reviewed in writing by all participants. Each participant selected other articles and wrote reviews.

D. The fourth stage of the course was to tie the above-noted segments together. The instructor prepared a miniature research hypothesis, constructed a research design, gathered data, tested it, presented the results, and inferred from the results. This was conducted in class in the span of one hour and gave a compact illustration of the sequence of steps the researcher follows in carrying out a study. The institute participants questioned and discussed the above problem.

E. Finally, the course concluded with three lectures, part of the Educational Research Conference held on the Western Washington State College campus. The three lectures were:

"The National Assessment of American Education," Dr. Ralph Tyler, Director of the Center for Advanced Study in the Behavioral Sciences, Stanford, Calif.

"Collaboration of Universities and Colleges with School Systems in Educational Research," Dr. Julian Stanley, President of American Educational Research Association and Professor of Educational Psychology, University of Wisconsin.

"The Self-Fulfilling Hypothesis," Dr. Arthur Colardarci, Professor of Education and Psychology, Stanford University.

These lectures were discussed and the lecture topics related to the purposes of the seminar.

The main purpose of Education 585 was to develop some sophistication in the participants' reading and evaluating research reports. They seemed to decrease in willingness to accept the results of their own work and results reported in literature. At the same time they increased in ability to criticize research reports and to interpret research results accurately. The participants, to a member, greatly improved in being able to identify good research.

The reviews of research written by the participants improved considerably as the course progressed and the discussions greatly improved throughout the course as the participants were not distracted by the extraneous and could focus attention on the relevant parts.

3

THE TEACHING OF READING--PARTICIPANT REPORTS OF ACTIVITIES

This chapter contains sixteen reports concerning the teaching of reading. Two terms, ***reading size*** and ***U.S.S.R.*** which may need clarification, recur in the reports. 12/ 13

Reading size--We established the concept of developmental reading as analogous to developmental growth in shoe size or shirt size.

We asked students, "What size shoe do you wear? . . . Why do you wear that size?"

The students invariably replied, "Because it fits."

We asked, "When are you going to wear a bigger size? Don't you want your feet to grow?"

They felt somewhat incredulous at our stupidity as they answered, "I'll wear a bigger size when my feet grow. Wearing a big shoe won't make my feet grow."

We discussed reading books (texts) as coming in sizes, commonly thought of as grade levels. We discussed the inappropriateness of thinking of reading books as being designated for certain grade levels, getting students to realize that carrying a big book, a book with the proper grade level designation on the cover, will not make them learn to read any more than wearing a big shoe will cause their feet to grow.

U.S.S.R.--Dr. Lyman Hunt introduced the concept of ***uninterrupted sustained silent reading, U.S.S.R.***, in his seminar. Many of the participants used this technique. Time is set aside when the only activity permitted is silent reading. The teacher must read also, and no interruptions are permitted. Usually this began with short periods, ten to fifteen minutes, but it grew to thirty to sixty minutes in several classes as the reluctant readers began to learn the joy of ***uninterrupted sustained silent reading.***

YES, IT CAN BE DONE!

Olive Thon
Shuksan Middle School, Bellingham School District

YES, IT CAN BE DONE! What? Expanding reading through vocabulary skill building in all subject areas.

This is a report of activity method of procedure in developing word attack and word meaning skills in a sixth grade self-contained classroom at Shuksan Middle School, Bellingham, Washington, September, 1966 to June, 1967.

Following a summer institute I returned to my classroom to introduce my students to an interesting method of learning reading skills, and concentrating on word attack and vocabulary development. I stimulated vocabulary growth, using ideas of reading authorities as well as my own and those of my class.

We Began:

In September I told my students that I had been participating in a reading-study program, that I wanted to be able to help them to read better. I asked them to think about their own individual reading abilities or weaknesses and express in writing the skills they wished to improve. Their responses, "I want to pronounce words better, . . . to know how to divide words into syllables, . . . to read faster, . . . to understand what I read better, . . . I read too slowly . . ." paved the way for skill building exercises. I explained to the class that they were participants in this project with me and that together we might find ways of learning which could interest other teachers and students. I was guided also by Bamman's (1) checklist of "Reading and Study Skills."

Testing

I gave informal reading interest inventories to students the first week of school. I also gave standardized reading tests (13). Formal post-tests were administered at the conclusion of my project. When I tabulated the scores, there was no question about growth; Test E given in September and March showed 19 pupils gained, 3 no gain, 6 lost; Test K given in November and April showed 20 gained, 2 no gain, 6 lost. The six who had "lost" were excellent readers. The lower achieving readers made greater gains as compared to the more competent readers. The tests did not adequately test the more able student. There was no place for him "to go."

Procedures

What did I do which might have made this progress possible in a class ranging from second to ninth grade reading ability?

I. We had a LISTENING TIME at the beginning of each reading class when I read aloud my magazine articles, poetry, legends, and news items. I also introduced books to them. Concept teaching was introduced by way of vocabulary discussion.

II. We took LIBRARY FIELD TRIPS, although we had a school library. Beginning the second week in September and through May, we went every two weeks to the public library, a distance of two miles by bus. Half of my students had never had a library card. The city librarian always gave a book talk, not more than fifteen minutes, in which interesting "passed by" books were introduced to the class. These would have gone unnoticed otherwise. The breadth of reading interest which developed was amazing.

III. Vocabulary learning became a "fun time" as children working as PARTNERS OR GROUPS QUIZZED EACH OTHER. The words for these games were from subject areas, student reports, conversation, and those used in stories.

A. We had Vocabulary Cards:
Words were put on cards as designed below.

Side 1		Side 2
word pronunciation use in a sentence		meaning make a sentence in which word might be used

3'' 3''

5'' 5''

B. We had a "Word Mastery" Box:
We had a "word mastery" box in which each student had a separate section ***with his own name.***. Into this he could put his learned words. It created interest to watch this space fill with cards. Students worked with partners at least once or twice a week as part of the reading class. Whenever they had free time, students could quietly work on their vocabularies together.

IV. PERIODIC REVIEW was made interesting through students' own activities.

A. ***Vocabulary Game:***
Children made three separate alphabets on 1 inch square pieces of tag board, 1 set of capital letters, and 2 sets of lower case letters. These were used in many vocabulary quiz games, for spelling words, or any number of adaptions for different content areas depending on the current emphasis.

B. ***Word Puzzle:***
The meanings are written on a sheet with nine to twelve squares or rectangles.

kind of bed	one who makes maps	to judge

evaluate
cartographer
pallet

The words for each definition are printed on squares of tag board. These are placed in an envelope. The object is to match the word with its correct definition. These are passed around the room and students attempt to match meanings and words as rapidly as possible. This can be adapted to a bingo-type game, one person calling the word and students matching the meaning on the vocabulary card.

C. ***A Word Game:***
Draw a diagram as shown below, leaving the first three or more boxes blank. Get words with at least two same beginning letters, preferably three, and preferably a root. The meanings are listed in a column. The object of the game is to figure out what combination of the same beginning letters will go into each of the boxes to fit the definition clues. This was used in science.

1. scientist who studies celestial bodies.	1. astronomer						n	o	m	e	r
2. the study of celestial bodies.	2. astrology						l	o	g	y	
3. one who interprets the signs of the zodiac.	3. astrologer						l	o	g	e	r

D. *Prefix and Suffix Skill Game:*
Preparation: Cut construction paper into playing card size. Write any affix to be studied on one card only, the meaning of the affix on another; write a word using the affix on a third card. A set is one affix card, one meaning card, and one word example card. Deal cards as in rummy with 5 or 7 cards per person with the remaining stack in the middle. Object of the game is to complete as many sets as possible and dispose of cards in the hand.

V. My STUDENTS WERE DIRECTLY INVOLVED in the game procedures. Ground rules were discussed and modifications were made as students had suggestions. Involvement of the students made them feel that this was their activity.

VI. We selected A MINIMUM VOCABULARY LIST EACH WEEK from our readings and conversation. The number varied from five to ten words.

VII. I constantly encouraged students to WATCH FOR "WORD STUMPERS," which each could ask the class and add to his word box.

VIII. I PARTICIPATED with enthusiasm and I enjoyed playing the game.

IX. I USED THEIR VOCABULARY words in my conversation. As I read aloud, I often selected words ***to relish*** with my class.

X. WE PLAYED EACH GAME UNTIL IT WAS ALMOST PERFECTED, then changed to another, keeping interest at a peak.

XI. We used ROGET'S THESAURUS in paperback extensively, even though I thought it might be too difficult. Everyone had one. Synonyms were a reality to these students, and the Thesaurus definitions were better than dictionary definitions.

XII. STUDENTS WERE MADE AWARE OF THE TEST RESULTS. These were returned to them so that each could check his errors. I would be asked, "Now, what did I do that caused this mistake?" "Why don't I get the main idea?" "How can I improve making inferences?"

Direct Student Responses

Students were asked to evaluate the games and activities. Their responses have rewarded me and made my efforts worth-while for promoting vocabulary development. Here are some reactions to the question: "Of what value has this type of learning vocabulary skills been to you?"

They wrote in response to the question the following direct quotes. Surprisingly thirty-three pupils said exactly the same thing in seven responses.

33 "Teaches vocabulary to participate in a group."
1 "Yes! Because it was a fun game plus I learned about fifteen new words and meanings!!" (His exclamation marks.)
1 "You have to know your words since you have little time to think of the answer."
1 "I think that the game was educational because you have to think for yourself on your own basis."
33 "It helps me to see how much I need to study."
18 "It not only built my vocabulary, but someone else's too."

1 "It helps in training sportsmanship."
15 "Game learning is fun and you learn to cooperate with someone else."
33 "I learn more this way."
33 "I remember the words better."
5 "I can pronounce and understand better."
18 "I have learned to look at a word where I never saw it before."
33 "I learn better when I'm with someone."
33 "I like to read better now. Just look at my library books."
33 "I like to go to the library now."
18 "It is exciting to see how much we know."

Summary:

Activities can motivate practice, stimulate interest, and enliven drill that might otherwise seem dull to children. These have complemented instruction this year.

Many others (2) (6) (8) (9) (10) (11) support this contention that children do learn effectively through activity games. I concur wholeheartedly with this.

WHAT METHOD OF DEVELOPING VOCABULARY SKILLS GETS THE BEST RESULTS? Much depends on the teacher's personality. ***My greatest personal learning during the past nine months has been to guide children into independent study and self-evaluation situations. Start them, then step aside to give students a hand in teaching themselves.*** Perhaps any and all can, and do--but when you add enjoyment to the lives of both the student and the teacher while learning--that is for me.

Can reading skills be taught through the activity method? Yes, I believe that it can be done.

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QUANDARY

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Many reading teachers face a problem each fall. We spent the summer at a college campus school working with children on a one-to-one basis. We used the latest teaching machines and other audio-visual material. We had children's trade books on every topic, several sets of basal readers, art supplies to help the student create visual aids to give dimension to their understanding, and an abundance of display space for individuals to share with others the things that have been important to them. There was plenty of time for student and teacher planning, dialogue with other reading and social studies teachers, and challenge from college reading instructors to examine our ideas and methods.

Then we return to our own classrooms! Our new or rekindled spirit, still fresh and glowing from summer-school, begins to flutter and fizzle as we think of meeting individual needs in our inadequate local school environments. I'm sure many have shared this frustration as the one-to-one teaching becomes 35-to-1 on September 1st, and the lively discussions change to talk of the "bad kids," favorite recipes and will we get more money from the school board as we are certainly underpaid.

This year I have had a quandary instead of a problem. I could no longer use the impracticality of graduate school lectures and campus school techniques as an excuse for falling back into the "old" school routine. For my classroom is as up-to-date as a spaceship, and my methods background as meaningful to the students' welfare as it is challenging the best my creative ability has to offer. I have but one job--to teach the art and appreciation of reading to each student coming into my room. I have tape recorders, Craig Readers, Controlled Readers, uncontrolled readers, tachistoscopes, earphones, and record players. I have a four thousand volume library, Scholastic units, and Readers' Digest skill builders. We are ***Finding the Way on High Trails***, and making decisions at ***Crossroads.*** We move from Scrabble to ***Sounds of the Storyteller***, and from ***Peppermint Fence*** to Password. From the films we get ***Bushy the Squirrel***, ***Father Ocean***, and the ***Loon's Necklace***, or modern day legends from Roger Patterson's, ***Do Abominable Snowmen of America Really Exist?*** I have ***Listen*** *and Read* tapes and read and listen tapes, reading games and game readers. The idiom, "She's pretty well stacked," certainly applies to my classroom. I have an individualized reading paradise, for there is truly something good for everyone.

My quandary, then, was to choose the best method to capture the junior high student's interest and to get him into the "reading habit."

A part of this method must be a sequential skills program, but as important as skills development is, the program must contain more, a hearty dose of literature and other areas of expression such as art, music and creative writing. The teacher must convince Mr. Junior High that the reading habit is for him. Interest is a key part of the program. As many of his goals become our goals, as the program meets his physical, mental, and social needs, he's hooked.

Many junior high students have three fears when they step into a classroom: fear of the teacher, fear of examinations, and fear of public speaking, both formal and informal. These three weaknesses prevent progress. They must be recognized and overcome.

To minimize fear of the teacher is a direct challenge for the teacher. Solutions are easy on paper, but difficult in the classroom. One key to this lock is in the individual reading conference. The informal situation and the free exchange of ideas builds understandings between pupil and teacher. A good way to begin is discussing a book which the student has read and enjoyed. Small group activities give the teacher a better chance to know the needs of the individuals. A great deal of information can be obtained through creative writing, both prose and poetry, and the individual interest inventory if the teacher is having trouble drawing information from the students.

The fear of examinations can be overcome by stressing the testing as diagnostic, educational, and self-helping rather than competitive or for grades. We err in our reading program if we leave out competition altogether, but the direction must be "Hurray! I scored ten points higher than last week," and not, "Hurray! I beat Tom and Mary (even though I'm lower than last week)." Much informal testing and evaluation is done by the student comparing his results with previous scores. Direct discussions of standardized test results with the students are important. Each student should be encouraged to set realistic goals which he can attain. Standardized and informal test results will help him establish these goals. Tests can help students evaluate their progress, enabling them to set new goals, instead of creating fear by stressing competition for grades.

The third fear the program must overcome is that of addressing the class. Each student must have the opportunity to speak informally before small and large groups. The teacher must make participation more important than criticism. Pupils must learn the value of this type of speaking. We cannot assume that because students chatter so freely in class that they are good speakers when addressing the whole group. Several activities can improve the skills of public and informal speaking. One-act plays are most successful. Participation is very important. One way to capture the reluctant actors is to allow the students to choose their own directors and casts. Student direction can produce wonderful results. The plays may not be "professional" but students' growth is fast. Excitement comes when costumes, set designs, and a "foreign" audience are added. The noise and apparent confusion at rehearsals when five plays are being practiced at the same time does take some "special teaching patience." Of special value are the evaluation discussions following each performance.

The solution to my quandary was fitting the materials to the students not the students to the materials. Too often reading classes are supplied with one set of books and each child must slosh around in his copy. Every teacher of reading must seek a variety of materials for each interest and for every achievement level. Finally, we should spend our time in diagnosing the kids in our classes as we now spend in grading the students in our class.

USING THE LANGUAGE EXPERIENCE METHOD

Patricia Saab
Lynden School District

What to do with some of my students who had both language and reading difficulties was a problem during my first year of teaching. I teach remedial reading in grades 4 through 8. Mexican-American children who are fluent in neither Spanish nor English were referred. Other children had language patterns so poorly developed that they had difficulty using context clues and other word recognition skills.

Last summer I became interested in using the Language Experience Method.[1] The eight students first introduced to this method were in my fifth grade class. As we talked together, I mentioned that each might write stories to share with the class. The stories could be real or imaginative, long or short. They would be typed. The stories would not be graded. Each child could dictate to me as if I were his secretary. That was all it took to get the pupils interested.

The students who insisted on dictating had one or more of these characteristics in common:

1. Printing and writing was a laborious process.
2. They had difficulty reading their own handwriting.
3. They had not learned to make written letters for ***m***, ***n***, ***d***, or ***b***.
4. Other letters were poorly formed or incorrectly made.
5. They had experienced failure in writing.
6. They were dissatisfied with their spelling ability.

The stories were typed with double spacing on ditto masters. Copies were made for the author, other members of the class, bulletin board display and my file. Some students put the stories into booklets and shared them with their homeroom.

The number of stories received from each child during the year ranged from 2 to 24.

It seemed desirable for each child to reread and practice with his story so that some words would become sight words. They practiced by:

1. Illustrating the story and displaying both picture and story on the bulletin board.
2. Tape recording and listening to the story.
3. Answering questions about the story.
4. Filling in a crossword puzzle made from the story.

5. Making a crossword puzzle and writing questions to go with it.
6. Reading story to class and homeroom.

I encountered some problems that were not solved by the year's end. Sometimes pupils wanted only the attention. Several pupils who seemed ready to change from dictating to writing would not make the shift. I lacked time to use this method as often as I would have liked with eight pupils in the class. I had difficulty making individual crossword puzzles and questions for all the pupils.

R. is one boy who wrote stories. He is Mexican-American, 12 years old and in the fifth grade. His parents are buying a farm and he attends school regularly. He speaks some Spanish, but not fluently, and does not speak English well. He is the fifth of nine children. When he first came to reading class he seldom responded to questions and would not look at me. His room teacher, after recognizing his problem, allowed him to work in lower level materials for spelling and reading. She supplied easy materials for geography and tried to find ways in which he could contribute in his classroom.

R. was a discipline problem on the playground at the beginning of the year. During the year he became less aggressive and more communicative.

Family pets were often the subject of R.'s stories. The first story he dictated to me was:

The Horse Named Princess
by R_______(9-30-66)

Princess is a good horse and a bad horse. I can ride her. I can run with her. I can trot with her. I can walk her and can gallop her.

I like her and she can get loose and run or walk away to the neighbors. I go get her.

She neighs when she is hungry.

Some others were:

The Calf (10-20-66)

We had a calf, and he was black and white. He was a Holstein. We had him for two months. He was three feet tall and four feet long. He played with the horse. He would run out on the field, and then winter came. Then he didn't go outside because it was too cold. Then spring came and he went outside.

And then he was four feet tall. Then my brother was riding him. Then we led the calf when he was on and then it got too cold when winter came and he died.

The Pig (11-2-66)

I have a pig. She eats celery, lettuce, cabbage, and carrots, mashed potatoes and all that junk, but not bones and meat. She is a half year old. She is two feet tall. She is around three feet long. She is real messy. She is having babies next summer.

I don't like to feed the pig in the afternoon. She eats in the morning and at noon and in the afternoon.

She is black and white.

The Goat Named Bill (1-5-67)

We have a goat. He eats apples and grass. He is brown. He has a beard. He is small. He is four times as big as Cindy. He is only a half year old.

He rears up. When you put your hand near his horns he bumps you. He was fighting our neighbor's goat. They bumped horns. Our neighbor's

> goat is four inches taller than our goat.
>
> He eats my mother's flowers and my mother is mad at Billy! She says, "Tie the goat up!"
>
> The goat likes the horse. When the horse gets loose, the goat likes to follow the horse. Billy follows us when we go to the neighbor's.
>
> ### The Pig (2-7-67)
>
> My pig is a sow. We took her to King and she didn't want to get off the pickup. So we left her there for two days.
>
> And when we went to get her, she didn't want to go. So we had to take out King and then we had to tie a rope around her to get her out of the pen. Then my dad and John were taking her to the pickup and I was holding the dog.
>
> The dog jumped over the pen. And the pig saw the dog, and the dog was coming. So she ran up the loader as fast as she could. In three months she will have her babies, in about April.
>
> And then we took her to her pen. So then she didn't want to get out of the pickup. So we got some food and then she went down the chute. Then we put her in the pen.
>
> ### Our Farm (5-11-67)
>
> I drive tractor on our farm. I go on roads. I dig out. I pull disk in fourth gear and over.
>
> We have a Ford, Farmall, Oliver, and Allis-Chalmers. The Allis-Chalmers has six gears forward and one back. We use that for disking, the Oliver for cultivating, and the Ford for plowing. The Farmall is for disking, too.
>
> Now we have just the Ford. The Farmall's in California, and the Oliver is in Meridian. The Allis-Chalmers is in Tacoma.
>
> The biggest tractor is the Allis-Chalmers. The smallest is the Ford. The Allis-Chalmers is the newest. It is the one I usually drive.
>
> The Farmall has five forward gears and one back, and the Oliver has the same.
>
> Tractors that have over and under are Ford, Allis-Chalmers, and Oliver. There is a bar. It is by the steering wheel. When you pull it up it is in under. When it is down it is in over. When you put it in the middle it is in neutral. Over makes the tractor go faster and under makes it go slower.

R's papers show improvement in organization of ideas, sentence structure and variety, and vocabulary. In the last story, first paragraph, he is attempting to show what a daring tractor driver he is. One of the other boys had written "Driving the Tractor Safely!"

R. read a variety of books. He checked out books from my room to read in his classroom. As the year passed, R. became aware of his inadequacies and sometimes made fun of himself and the other children. R. proudly showed his stories to the observers and read them aloud in his homeroom.

The enthusiastic response of the students using this Language Experience Method has convinced me of its value. The pupils used mature vocabulary, and because it was their story and their sentence structure, they could read. Students were critical of their own writing and revised sentences, added explanatory details and made careful choice of words, without omitting any because they were too hard to spell.

The children who needed the individual attention and immediate success responded readily. One boy, a severe stutterer, voluntarily read his stories for the class and seldom hesitated over a word. In the glow of this success, students had better attitudes toward reading and practicing in easy material. The typed stories were accepted in the homeroom and were a novelty because they were typed. A student was more willing to work on a skill lesson based on his story because of his personal interest in it. I could design a lesson to fit his specific needs. This method has proved to be valuable for teaching children with both language and reading difficulties, and is one I plan to use throughout next year.

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DEPARTMENTALIZATION OR CORE TEACHING?

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Part I: The Test

In September, 1966, the Bellingham, Washington school system started a new organizational plan, changing from the 6-3-3 plan with a junior high school to a 5-3-4 plan featuring a middle school. Under the middle school philosophy, changes were made in the organization of the curriculum. One of these involved the reading program. In the junior high, reading was always taught by a reading teacher. Reading in the middle school was to be taught by the "block of time" teacher, who taught reading, social studies, and English during a three period block in seventh grade.

The scheduling of teachers into "block of time" classes brought forth questions since many of the middle school teachers had majored in either English or history and had no preparation in the teaching of reading. However, this new program provided an opportunity to compare the results of two different organizational plans on the teaching of reading in the seventh grade.

Three teachers in one of the middle schools broke the "block of time." The reading specialist taught reading to three seventh grade classes, the English teacher taught English to the same three classes, and the history teacher taught history.

One of the instruments used to evaluate the progress of the various reading classes was ***the Iowa Every-Pupil Tests of Basic Skills, Silent Reading Comprehension.*** Form M was given each student the second week of school in September, 1966. The same test was given the students the second week of May, 1967.

The test results of the reading specialist's last period class were compared with the last period "block of time" reading class. The vice-principal administered the standardized reading tests to both groups at the same time. The students in the seventh grade had originally been assigned randomly to each class. The scores showed the average gains made in the "block of time" room was 0.6 years and the average gain by the specialist room was 1.1 years.

The ***Iowa*** reading tests had been given at the end of the 5th and 6th grades. These scores were in each student's folder. The control group and the experimental group made an average gain of 1.1 year between the grade 5 and 6 testings. The average gain was 0.8 year for the control group and 1.1 year for the experimental group taught by the specialist.

The project teachers reached the conclusion that in their school, more of a gain was made in reading scores by having a specialist teach reading than could be made by teaching reading in a "block of time."

Part II: The Class

I tried several different approaches and organizational groupings in my reading classes this year before arriving at a combination that best suited me.

I tried a completely individualized approach in all my reading classes for the first two months of the year. Utter frustration on my part followed. The frustration was caused by a number of factors. Each of the three seventh grade classes had over 32 students in them. The sheer multitude of the students, the job of getting around to see the students in a 45 minute period was too much for me. I found that the teacher-pupil conference was taking much more time than I originally realized.

There appears to be little doubt that many students work well in the relaxed atmosphere of the individualized reading approach where several activities may be going on. I doubt that this type of atmosphere is the best for *all* pupils. There are some students who are so easily distracted that they are unable to accomplish much work unless classroom distractions are held to a minimum. Some teachers have this factor in common with some of their students. Such teachers may be able to perform best in a classroom which might be described by that "horrible" educational shibboleth, ***rigid.***

The organization that finally evolved after the first two months was standard but seemed to work better for me. I formed three reading groups in each of the seventh grade reading classes on the basis of scores on the ***Iowa Every-pupil Tests of Basic Skills, Silent Reading Comprehension,*** percentiles received on the ***Diagnostic Reading Tests Survey Section,*** and teacher judgment.

The best five or six readers in each class kept on an individualized program. Each student in this group followed an individual schedule using the various reading materials in the room as well as books brought from outside the classroom. These students met with the teacher once a week.

The five or six students in each class having the most difficulty with reading were placed in a separate reading group. I worked daily with this group using workbook or short story assignments. In addition they worked about 10 or 15 minutes with books they had chosen themselves. They were assigned to read one complete book and report during the year. Basic reading skills were stressed with this group.

Most of my time was spent with the main body of the class, the rest of the students. This group worked in a basal reader. I followed many of the suggestions in the manual accompanying this basal reader. This group spent 10 or 15 minutes of each class period reading a book of their own choosing.

All the groups also worked during the year with workbook materials that stressed skill building and various reading kits, and with a classroom library of paperback books. All students were instructed to bring two library books of their choosing to reading class so they could read if they finished their work. Periodically the poorer readers worked with special skills with the main body of the class.

Part III: The Survey

The subjective measure was a written survey where the students answered a series of questions about the reading program on a written survey. They identified which group they were in and were asked which group they would like to be in, and they answered the following five questions:

(1) If you would rather be in a different reading group than the one you are in, explain why. 25
(2) During the reading period, what material or activity do you wish we would spend more time on? Explain why.
(3) During the reading period, what material or activity do you wish we would spend less time on? Explain why.
(4) Which material or activity during reading class has done you the the most good?
(5) If you had your choice, how would you spend your reading period every day? Explain why you would spend your time that way.

Sixty-one out of the ninety-one students taking the survey in January reported they were pleased with being in their assigned group. In May sixty-two out of the eighty-eight taking the survey reported they were pleased with their grouping. One student in January and two students in May expressed a desire to move into an "easier reading group." The rest of the students wanting a change wanted to move from the middle group to the highest reading group.

Over two-thirds of the students in both surveys expressed a strong desire to spend more of their time reading library books or the books of their own choosing. The following comments were typical. "I don't have enough time to read at home." "I don't do much reading outside of this class." "When we have free reading it is the only time I get to read." "I would like to read all period instead of work." "I would like to read library books. I think nearly everybody would like to do this." "I would like to spend more time on reading library books because there isn't enough time in a day to read." "I would like to do more reading in this class because it is the one thing that the kids like to do the most." "I like to read for pleasure and I don't have enough time." "At home I am busy from the time I get home till the time I go to bed and I don't usually get any other chance to read." "I would like to do more reading because it's nice sometimes to just sit and enjoy a good book and not have to worry about questions and getting done at a certain time." "Just reading a book of my choice, because this period is the only period we get to enjoy our books." "I think we should spend more time on library books because it's more fun." "I enjoy reading on my own more than with a group." "I enjoy free reading because I don't have time to read at home or in any other classes." "I think we should spend more time reading our library books because this is the only time of day I get a chance to read my book (except at bedtime I read)." "I would like to spend all period reading my library book, because I get so interested in it I don't like to stop."

The other third of the students wanted to spend more time on the reading kit. This kit was not available until April and was used twice a week during the latter part of April and first part of May.

A few of the books used in the class were mentioned on some of the surveys as being "less useful" than other books. There were several students in both surveys who expressed a dislike of all written work in a reading class. In neither survey was there any mention of a desire to spend more time working with the basic reading skills.

Part IV: The Opinion

The teacher is the key to effective learning. Although these words are frequently spoken by professional educators, it is questionable if they believe what they say. There are some who will insist that a particular method, approach, or grouping is best for all youngsters or all teachers. This is fallacy. As there are individual differences among children there are also individual differences among teachers. A certain technique, method, or approach that works well with one pupil may fail with another. What works for one teacher may fail with others. This cannot be stressed too much. The teacher is always the key. When a teacher is convinced that a particular method, approach, or technique is suited to him then this is what he will have the most success with.

Since there are individual differences among teachers, it is ludicrous to expect the same procedures to work the same way with all teachers. Yet such is often the expectation in reading programs. For years there have been those who claim "Every teacher is a reading teacher." Anyone who has prepared for the complex field of reading knows that this is not absolutely true. It is asking too much to expect a subject teacher, one who has prepared himself to teach a subject, to be a qualified reading teacher also. Many 7th and 8th grade classrooms are organized into ***core*** or ***block of time.*** A teacher is supposed to teach social studies, English and reading during a two or three hour period. There has been a tremendous gain in the sum total of man's knowledge in the last decade. It is expecting quite a bit to expect anyone to keep up with all the gains and changes and be qualified to teach in such diverse fields as history, English and reading. The idea that 7th and 8th grade students are too immature to be exposed to any subject in depth is open to question. Many 7th and 8th grade students are and ***should be*** exposed to a subject in depth by a teacher who is qualified in depth.

Since Bel Kaufman's bestseller ***Up the Down Staircase***, administrators have been quite leery of the phrase, "Let it be a challenge to you," when assigning a teacher to an extremely difficult task or one for which the teacher is not qualified. The phrase now seems to be, "A ***good*** teacher can teach anything." In some districts, all 7th or 8th grades are supposed to follow the same schedule regardless of the teachers available. It is considered tantamount to treason to make even a minor change in blanket scheduling. When a teacher protests the answer is, "A good teacher can teach anything."

There is another prevalent idea which flies in the face of cold logic and ignores individual differences among teachers. The idea is that one must work tremendously hard to do a successful job. The teacher is shirking his duty unless there is a titanic struggle to teach a subject. Thus the best teacher of a subject would be a teacher who doesn't know a thing about it. Then this teacher would have to struggle along with the students to master the material. Carried to its extreme, there would be no need for any teacher preparation since he shouldn't know a thing about the subject to "best" teach it! Yet the idea persists.

The greatest strength of teachers is their individuality and the fact that they cannot be neatly categorized. Only if there are individual differences among teachers can all the individual differences among students be met.

HOW?

Alma Sapp
Cascade Junior High School, Sedro Woolley School District

Day and night with old Mrs. Wattle
Day is the same
As the night is going to the fight,
But all day long you play a game.

Keeping night in a bottle
Would not be good.
It would be the same
As making Mrs. Wattle
Keeping her to do her work,
The same as she should.

Mrs. Wattle would wattle all day,
But when it came night,
There would be a good sight.
Mrs. Wattle didn't wattle all night.
That was quite a sight.
--L.J.

How would you evaluate this poem? What would you offer a slow seventh grade reader who has a lack of reading success? What material will be suitable or interesting to a girl who can produce in minutes a poem like the one above and who would continue with her own creative writing and be pleased with her results? Why would a student capable of the above find little in the ordinary textbooks to stimulate a reading interest? Then multiply the one by twenty-one and you have the problem that faced me with this section of seventh graders.

All the trite and tried methods and techniques were disguised and represented. Since they were not stupid children, they didn't rise to what had been their lot for the six preceding years. We used games, puzzles, limited research, pictures, scrapbooks, bulletins, cartoons, maps, charts, and the variety of activities that can be built around them.

The first real spark came with the introduction of low-level reading material with high interest. By emphasizing the fitness of the material as to its comfort and enjoyment with the size of their shoes, there was an increase in reading. This interest waned as they read all the easy books we had available. It appeared that only a miracle could save the last boring end of the year.

And this year that miracle did appear in the form of a mysterious "beep-beep" that emanated from a swampy area. Its regular and continuous sounds intrigued all our local residents. Most of the students visited and heard the "beep-beep." There was no dearth of oral reporting each morning. Since it was less than three miles from school, all had the opportunity to share the crowds and face the traffic tie-ups. Radio stations and Seattle TV reporters arrived and, then the UP and UPI published such headlines as: "'Beep-beep' What Is It?" "Flashing Swamp Lights, Beeps Baffle Officials," "Unidentified Beep Puzzles Skagit Area" and became the topics of many conversations. A poem in the style of Poe and after the manner of "The Raven" was published coast to coast. This bizarre incident provoked as much reading in two weeks as had been done in the previous nine. Morning became a highly anticipated time and there was competition between students as to who could read the articles they had found. Even those students who had hesitated or stumbled over words, would grab a newspaper article and read coherently and fluently the very words which had caused problems before. The poem was read more than once and by more than one student. The subject, the wording, and the rhythm were enjoyed so much.

"This, folks, is a poem "Beep-Beep":
Once upon a May-night dreary, while I pondered, weak and weary,
Over many a quaint and curious tale of Duke's Hill moor,
While I nodded nearly sleeping, suddenly there came a beeping,
As of some sound slowly seeping, seeping out from Duke's Hill moor.
"Tis some bird," I muttered, "beeping like the night before . . .
Only this and nothing more."

from the Skagit Valley Herald

It was an amazing thing that reading relating to the beep-beep was accompanied by no inhibitions. Reading about "Beep-beep" became desirable. Unfortunately, before the end of school the owl producer was identified and with it a demise in reading.

The conclusion seems obvious. These students with reading problems and unusual ideas can be motivated to read. They must be convinced that there is a comfortable level for them and they need to be motivated by the incredible, the mysterious, and the bizarre. The common-place produces continued apathy.

TEACHERS TEACH READING

Patricia Brackinreed
Custer School, Ferndale School District

Growth epitomizes my development in the institute. I lacked preparation as a teacher of reading. My development is not finished, but now I can focus on specifics.

I've become acquainted with the volumes of teaching materials with varieties of classroom organization, and with methods and techniques for teaching developmental reading. Mastery may come with continued use and experimentation if mastery is a goal. I am, at this point, better prepared to proceed with purpose and direction. I have discovered areas of weakness, those which need continued study, and areas of strength on which to build.

From this past year's teaching has come the realization that reading is more than a means of getting information. Reading has afforded opportunities for each child to search and find experiences, ideas and feelings which expanded his view of himself and of life generally. Students gained confidence from self-selection of books and working at their own pace. As they gained confidence, they learned self-direction. Self-direction bred purpose and discrimination.

I make no pretense of "reaching" each child. Rather, through reading, I made an effort to "spark" each student in his attitudes toward learning and living.

Individual conferences developed a desire to know. Students developed self-understanding which extended to acceptance of others, and to the promotion of understanding of various attitudes and beliefs. We sought these and reached toward them through questioning and discussion. In conferences the student and teacher evaluate growth and plan further instruction.

How then does one "spark" and foster interest in reading?

1. Teachers must be learners. Their preparation is never complete. Teachers must keep up by reading professional publications, increasing their personal knowledge of books and materials, and actively participating in and promoting activities that expand their learnings. The need for continued study and learning, as we have gained through this institute, is imperative.
2. Teachers must show a genuine interest in children and their growth both academically and personally. They must diagnose individual achievement and gear teaching to these findings, remaining flexible and willing to adapt to the students and their needs.
3. Teachers must exhibit an interest in and an appreciation for reading.
4. Teachers must provide the students with materials they can read and the time in which to read them.
5. Teachers must encourage exploration and independent thinking by permitting individuals the freedom of thought and choice.
6. Teachers must provide opportunities for students to discuss what they have read.

We may not make avid readers of every student, but we can structure class time and instruction to provide for maximum growth of individual students.

ON BEING A READING CONSULTANT

Alvin G. Randall
Cascade Junior High School, Sedro Woolley School District

Under the federal reading program in the Sedro Woolley Schools, my job description read "reading teacher and classroom consultant." It sounds great! But, how was I to become a classroom consultant?

The hardest problem was getting into a classroom. The teacher who invites you in is the exception. Most teachers seemed to feel strongly against someone observing their classes.

I decided to offer something that they wanted. "Testing" seemed to draw attention. I offered to diagnose the reading achievement of their classes. Five teachers asked for reading tests to be given. This included an introduction and concluding talk with each class about testing, reading ability, reading sizes, and improvement.

This was a chance to push for a more individualized reading program in the junior high classes, to break the lock-step of thirty children doing the same thing at the same time. Hundreds of paperbacks were used to meet this end. We used the test results and broke the students into different groups to work on speed, comprehension, and vocabulary. Some groups worked with the teacher each day while the others worked independently on the Controlled Reader, with vocabulary concentration games, free reading, writing in their reading journals, and (of course) just goofing. The reading journals were an extra required writing assignment each week. They were read, but not graded.

Another successful way to reach a classroom was to follow the remedial pupils back to their classes. Often the classroom teacher did not realize what was reading difficulty and what was lack of ability. A teacher's opinion of the child may change if the teacher finds the pupil can answer test questions in an oral exam when he cannot read and write the test. This may also change the student's opinion of himself, too.

Being a consultant in a school requires time. You must show the teachers that you are very interested in the problems of their students, and that you have something that can make teaching easier or possible.

THE TEACHER MUST LEARN, TOO

Jeanette Gustafson
Whatcom Middle School, Bellingham School District

The first year is the hardest! In marriage, in raising children, in the loss of a loved one, in the business world, in teaching, or in teaching a new way. Just as there is no way to avoid the travail and pangs of birth, there is no way to get a successful individualized reading program going without going through real "labor."

The N.D.E.A. reading institute challenged me to try Individualized Reading in my sixth grade. I planned to include a reading time when each child chose a lesson or book to "fit" his own ability and need. I planned times for library reading, and for teacher-pupil conferences about the books

Lack of experience made starting difficult. I did not prepare my students properly. They did not understand the purpose of this program. Many did not make good choices when the "free choice" was given from a variety of materials. Skill in choosing did not come quickly, but had to be developed. The only thing that kept me from disbanding the program was the strong feeling that children must learn to make choices and to use time wisely, developing in self-discipline and independent study. The student will take the attitudes and behaviors he learns through life. These seem much more than any words of wisdom I could drill into him.

Having the students choose their activities began to be valuable after I tested the pupils and we discussed their reading needs. The mature students caught on to the purpose and value of self-choice and went ahead enthusiastically. For others it took a lot of encouraging, guiding, and almost dictating what they should do. I realized that even with free choice, children required different types of teaching and learned best under different conditions. Free choice was not the answer for every one but it was a common goal.

The attitude of many of the students toward free choice was not receptive at the beginning of the year. "I can't find an interesting book," was a common complaint. Having paperback books in a wide range of titles and reading levels really helped. ***Follow My Leader*** by James Garfield and ***Run Away Alice*** by F. S. Murphy elicited enthusiastic comments from both the good and poor readers. There were the children who just couldn't sit still for ten minutes. They are a problem in any classroom but it seemed greater when self-choice was attempted.

At mid-year we began Lyman Hunt's USSR, ***uninterrupted, sustained, silent reading.*** The children were ready and it was a wonderful boost to our whole program. USSR was an enchanted island for those who loved to read. For some, it was the opportunity to discover an enjoyment they had never had time to realize before. It was gratifying at the end of the year that a few of the ***good*** readers stated that they had learned to enjoy reading and had read more books than ever before. We assume that a good reader likes to read, but I have found that this is not always true.

We began USSR with just ten minutes a day, and gradually increased to half an hour. Children looked forward to USSR with enthusiasm as they became involved in reading. At the end of the year, there were only two boys who still spent most of their time looking through books. They were free to do this, and I am sure they will read more than just the words under the pictures as they become interested.

In conferencing on books, I learned much more than my children. The tape recorder exposed a teacher vastly different than the one I thought I knew.

First, the teacher on the tape ***talked too much.*** She was doing what the child was supposed to do. The pupils didn't have a chance.

The tape teacher asked questions which could be answered ***yes*** or ***no***. Then the tape teacher asked some more. Obviously pupils needed the opportunity to express their feelings and ideas with other answers than ***yes*** or ***no***.

Many of the children needed to gain confidence in expressing and formulating their ideas. They related a plot easily but had difficulty in determining the author's purpose or in making judgements about a book. The tape teacher's questions didn't encourage thinking.

As the tape teacher learned to listen, to comment and question only occasionally, the tape children began to express their ideas confidently. Fortunately the tape teacher resigned in March and I replaced her.

The problems that were evident during the past year were ones that would have been problems in any type reading program. Next year, I am going to continue this approach. With this year's experience I expect that the class and the teacher will go a little farther. I feel I have just begun to explore the possibilities that an individualized program offers.

TOO MANY PUPILS -- DELEGATE THE RESPONSIBILITY

Berniece Leaf
Jefferson School, Mt. Vernon School District

Friday was the end of the school year. The birds sang, the sun shone, the kids shot out of the building like BB's and I, collapsed in my chair, surveyed the horrible mess they left behind and wondered if it was worth it. While this is no time to editorialize, assessment and introspection are necessary after you have held a captive audience of 130 children for 90 days in four reading classes. The following is an overview of a semester of reading instruction. It is a suggested way to approach the teaching of reading at the junior high level. It is based on the premise that a teacher must do the best possible job for the most kids and that teacher responsibility is to motivate, provide materials, and help each child to reach his potential.

1. We discussed library usage and independent study skills. We established the importance of each child carrying his own load as a group member. We stressed the responsibility of working in positive ways for the betterment of the entire class.

2. We recognized that all students do not like to read any more than all students like chocolate ice cream or the color red. But like washing dishes or mowing lawns, reading is a must in today's world and is necessary for economic as well as academic survival.

3. Practice is the precursor for success in baseball or ballet; practice is the precursor for success in reading.

4. The results of an informal reading test showed a reading range from a beginner to an adult reader. We discussed this range in terms of reading sizes. We wear shoes of a size that fit because they are comfortable. Within each class we had a wide range of shoe sizes. Differences in reading sizes are as natural as differences in shoe sizes. Shoe sizes change as we grow. Reading sizes do, too. This concept erased most of the stigma attached to a "level" and the children were now ready to be fitted into books and materials which they could read comfortably.

5. The children knew pupil-teacher time together would be limited; the responsibility for practice must be theirs. Now the library and study skills fit into place as they moved on into their own research and toward self grading and budgeting of their own time.

For seventh graders grades are important. They want to know what is expected of them in order to earn a report card letter. Together we set achievement goals for a nine week or quarter period. Each child determined his time budget to meet these goals using the tools and materials which he deemed best for himself. He kept graphs and written work in a folder which he submitted at the end of each month for evaluation and grading. Any child had additional time given to him if the teacher or the pupil observed a particular skill needed teaching or reinforcing.

We drew up the following guide with seven areas of work:

READING ASSIGNMENT SHEET Quarter 2

1. ***Book Summaries:***: Read one book each week at your "size." Read at least one biography, two fiction, and two non-fiction books. Social studies and music books may be included in your total. Additional books may be of your own choice. You will be graded not only on the number of books you read, but on the quality of your reports as well. Watch spelling, punctuation, and sentence structure.

   9 books A
   8 books A-
   7 books B
   6 books B-
   5 books C
   4 books C-
   3 books D
   2 books D-

2. ***Reading Machine:*** You will work with a partner or in a small group doing approximately two stories each week. These stories are to be tested and graphed. If you make mistakes correct them.

3. ***SRA, Webster, and Craig Books:*** These books are designed to help build reading speed and comprehension. The stories have been selected for readers your age so you should find them interesting. Begin these at the start of the period so you will have time to complete them.
   1. PQRST
   2. Time your reading
   3. Correct your work
   4. Graph

4. ***Labs:*** The labs help build reading power by helping you understand what you read and by giving you practice in vocabulary growth and word attack skills. Plan on using the lab at least once each week. Correct your mistakes, and keep your graphs up-to-date.

5. ***Vocabulary List:*** Choose five new words each week which you come across in your reading. Choose only those words which you think will be useful to you, and that you want to have in your working vocabulary.
   1. List the words and their definition.
   2. Make flash cards with the word on one side, the definition and a sentence using the word on the other.
   3. Use your cards for drill in extra time with your reading partner, at home, school or wherever else you can.

6. ***Oral Reading:*** During extra time you and your partner can read aloud. TEEN AGE TALES and magazines are popular for this.
   1. Keep a sheet headed Oral Reading. On it keep track of the book title, date, amount of time read.
   2. Schedule yourself for the tape recorder. Be critical of your own oral reading and that of your partner. Keep your comments on the assigned sheets and place them in your folder.

7. ***A V Section:*** We will have movies pertaining to reading skills on most Fridays. Keep summaries of these films in your folder. You are to write a paper on ***How to Become a Better Reader*** based on these notes.

   The school library will close May 26. (Tentative) ***Plan your reading and other assignment ahead!!***

   Folders will be evaluated and graded at the end of each month.

If the materials which you are using are not best for you, it is your responsibility to see that a change is made.

This approach to the teaching of reading puts the obligation of success where it belongs--on the child. Some children cannot succeed; but most of them do. It is an honest endeavor to reach all of them.

AN EXPERIMENT IN INCREASED READING SPEED AND COMPREHENSION: CONTROLLED READERS VS. WORKBOOKS

Dennis Anderson, Conway School District
Patrick Hayden, Mt. Vernon Union High School District

THE PURPOSE of the study was to determine if work with the EDL Controlled Reader and its accompanying study guide (1) was more effective in increasing student reading rate and comprehension than use with the EDL study guide without the Controlled Reader.

THE FOLLOWING HYPOTHESES were tested. (a) There is no significant difference in reading rate and comprehension at the end of a six-week unit between those students receiving 15 to 25 minutes daily systematic drill with the EDL Controlled Reader and its accompanying study guide and students who drill with the same material in study guides only.

(b) There is no significant difference in these skills after a seven-month period.

TWENTY STUDENTS were chosen from the eighth grade at the Conway Consolidated School, Conway, Washington. All scored above the fortieth percentile on the ***Iowa Test of Reading Skills, Form C.*** These twenty students were randomly assigned into two groups of ten. Both groups were assigned to the same reading class which met for forty-five minutes daily at 12:00 Noon.

THE INSTRUCTION for both groups was identical except for the use of the Controlled Reader. For the first 15-25 minutes of each period, students of both groups met together and received group instruction in the reading skills of speed and comprehension. All students were given instruction in scanning, skimming, and careful, critical reading. Reading flexibility was stressed, and class discussions were aimed at fostering favorable attitudes, habits, interests, and tastes regarding reading. Physical and mental efficiency relating to the reading act were also discussed.

Some eye movement photographs were taken, and the results evaluated with the students. All took the same tests to enable them to check their own progress. Students were allowed to find their own reading level following the procedures outlined in Teacher's Guide to ***High Trails*** (2). They began in EDL Study Guides F to IJ and worked with library books, basal texts, and skill builders.

The only experimental difference between the two groups was that the experimental group read individually on controlled readers for twenty-five minutes daily, the same stories the control group read from the study guides.

At the end of the six-week unit, and again after seven months, each student was given the ***Test of Reading,*** Level 4 (3).

THE TESTING RESULTS appear in Table I:

TABLE I

MEAN SCORES ACHIEVED ON THE TEST OF READING FOR TEN EXPERIMENTAL & TEN CONTROL PUPILS IN GRADE EIGHT

	Form CE Administered After Six Weeks		Form DE Administered After Seven Months	
	Speed of Comp. (possible raw score of 30)	***Level of Comp.*** (possible raw score of 50)	***Speed of Comp.*** (possible raw score of 30)	***Level of Comp.*** (possible raw score of 50)
Control	18.5	33.3	28.7	36.9
Experimental	17.3	30.5	23.2	35.3

The Mann-Whitney U test (5) was applied to test the significance of the differences in the test results. The raw score difference in favor of the control group was not significant at the .10 level.

On the basis of this experiment, the authors conclude that work with the Controlled Reader did not yield better results in speed or comprehension than does similar drill with the EDL study guide stories, when used as part of a comprehensive unit aimed at improving reading skills. There is no immediate or long term difference.

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PROJECT -- READING

Bennie Dupris
Burlington High School, Burlington-Edison School District

This is a report of several reading class projects at Burlington-Edison High School, Burlington, Washington. Developmental reading was offered for the first time as an elective course open to all students. Classes were held daily for forty-five minutes in a self-contained classroom in the same building as the library. Students could enroll for one quarter, for a semester, or for the whole school year. Enrollment was open each quarter to new students. All students received one credit for each semester of work. Report cards with letter grades were given each quarter.

I started the 1966-1967 year with one reading project that was mostly "Drills instead of Skills." It was a standard type program of workbooks and exercises. I soon found that I was not meeting the needs of all the students in the reading classes. I did not relate to them personally. I did not help students to get more from books. I knew something was missing. My program had no spark, no feedback from the students, no flexibility. I started to move in the right direction with help from evaluator visits, letters, and seminar sessions. With these leads my beginning project mushroomed into ten projects for the school year. Here are five of the projects:

Project--Student Tutors

I added student tutors because I just couldn't find time to get to know all of my students. When I asked for volunteers for the project, one boy said, "Good idea, kids speak the same language." Nearly all my "old" students volunteered immediately to help the newly enrolled students. Some volunteered to work as teacher's aides. One student said, "There are quite a few students and not all have the same interests. You do need help."

I didn't assign students to tutors. I let the tutors choose the students they wanted to work with. Several small groups were also formed. I gave assignments, instructions, and time schedules and then let the tutors take over.

With the student tutors taking care of most of the details and much of the teaching, I found the time to get to know my students. I got to know tutors better as well as non-tutors. The students said, "Having kids help each other seems like a better way to get more things done. We like it better." "Kids don't confuse you with a lot of things you don't have to know."

Project--Carrel Room

I was trying to find ways to encourage my students to be more independent. We needed a place where students could work alone, so I asked for a little used carrel room in our high school library. We moved in equipment and materials that could be used independently. Students were assigned to the carrel room when they had demonstrated that they could work independently and make efficient use of their time in class.

It wasn't long before I had to make a waiting list.

After working in the carrel room, students said, "I enjoy working here, I get personal satisfaction out of doing my work alone." "It is fun to work in the carrel room." They kept their own records of their work; and the records showed they worked.

Project--Reading Club

I agree now that "kids read with books, not machines." I could see that my students did not read enough. To get everyone to read more books we planned a reading club program. We decided on a goal of one thousand pages for membership to the club. It was a real challenge for all of the students. We needed a way to keep track of books and articles read, so we made a reading club record form. Students were allowed to read any book they could enjoy, and were guided toward easy materials if they were poor readers, as many of them were.

I urged everyone to list only those materials read for reading class, not other class assignments. As soon as our reading club bulletin board was put up, qualified students eagerly signed in.

I gave certificates of achievement at a special one thousand club party. Every student who had read one thousand pages got a certificate and shared our 1000-cake. At the party students said: "Certificates that you get make you feel, well, it gives you a boost." "It's fun to get awards." "The certificates were a good idea and the party, too."

We soon added the two thousand club and three thousand club. Students said: "I'd like to see how high I can go and if I can keep up with everyone at the top." "I'd like to see how much I have read since the beginning of the quarter." "This is a good way of following my improvement."

After reading 3,000 pages, a student received a ***Good Work Report.*** This sheet was an exact copy of our school's ***Poor Work Report*** except the word ***Good*** replaced ***Poor.*** This surprised many students and literal tears were replaced by smiles and laughter when several students read their work slips which looked so much like their accustomed rebuke.

We added new clubs as our quarter ended. Students said: "I feel I am accomplishing something worthwhile." "I used to hate to read." "I am beginning to read. I hardly used to read at all." "Keep this up and I might turn into a bookworm." This project grew into the ten thousand club before school ended.

Project--Book Reports

Kids hated book reports, so we kept only a record of pages at first. They sensed a need for something more. They wanted new goals for the reading club so we added some more. We set five levels of record keeping or reporting. Level one was keeping a page tally as we had been doing. Level two required title, author, and a short summary, level three, four and five were each more difficult with level five being a critical review. Students are reporting on all levels. They like to challenge themselves.

Project--U.S.S.R.

Dr. Lyman Hunt visited our class and introduced "Uninterrupted Sustained Silent Reading." This was one of the highlights of our school year. It was the "shot in the arm," the challenge we needed to increase the total amount of reading in all of my reading classes. Each student still got credit for individual achievement for his reading club. Each class got credit on a large graph for the total minutes per day when every class member was reading. We began when class started and continued until someone broke the "uninterrupted sustained silent reading" by not reading. Until we finally had some perfect days, we spent forty-five minutes of uninterrupted silent reading. I knew we were on the right track from comments like these: "U.S.S.R. has helped more kids to read more." "It inspires non-readers to read." "Helps to keep the class quiet." "I like having a regular silent reading time everyday." "This is really nice, I can get my homework read and have time to read for pleasure." "I even learned to skim read.' "I increased my speed." "If seven or eight people read then most of the others will start reading, too." "At this time of year everyone is tired. We need something like this to keep us going." "In time the ones that do not want to read will either get out or go along with the whole class."

A SHIFT IN ORAL READING

J. F. Levac
Acme School, Mt. Baker School District

Any teacher quickly becomes impressed with the fact that there are a great variety of needs within any class. The variety of needs should probably indicate the necessity for a variety of methods, and this leads us to varying degrees of individualization. This is not a new idea but to really face the challenge to do something about it takes steady work and determination throughout the entire school year.

One change I made was to do away with oral reading as a part of every reading session. Most of the children wanted to read orally yet when one child read others paid no attention to the reading or seemed little concerned with what was read. Their chief concern seemed to be that of reading their part adequately. Possibly there is more reason for having this approach in the primary grades, but I would advocate dispensing with this oral reading from one to another in a semi-circular group of bluebirds or chickadees as soon as the child can handle any reading on his own.

Most of the children read to some extent when they are in the sixth grade. It is primarily a matter of making reading materials available and interesting for every child. Pupils must be free to read materials at a level which is comfortable reading. This means that reading materials must range from the lowest level up to a level which is a challenge to the best pupils.

We had a daily silent reading period. Pupils were free to read from any materials they wanted. It took the major part of the year before most of the pupils could quickly turn into "reading gear" without the loss of time. Poor readers especially were encouraged to read anything they could handle.

At the beginning of the year I spoke and allowed pupils to speak during the silent reading time. By general desire we agreed to keep the time entirely quiet. This was a great help. There are many children who cannot give attention to reading while there is any noise in the classroom. Our period of uninterrupted, sustained, silent reading was approximately one-half hour every day.

I feel that a silent reading time should be kept free of teacher interference and worry about developing reading skills. This silent reading time is for practicing skills already learned. In a self-contained classroom most skills can be taught more effectively in spelling, language, health, science, and social studies. If we don't provide time for practice many children will never practice reading.

I had thought that the extra time on individual silent reading would cause the pupils to be less interested in having me read to them every day. I could not have been more wrong. The high interest of the day came when the pupils had finished their lunch and then gathered at the front of the room to listen. The pupils shared in the choice of the book. We never read more than two books from a series. This was an opportunity to let the children know how many different types of interesting books are available. The reading time was twenty-five minutes. We read twenty-five books during the year. It would be difficult to list the most interesting books we read orally. Some at the top of the list were ***Gentle House*, *Simba of the White Mane*, *A Tale of Two Cities*, *Rascal*,** and ***Charlotte's Web*.**

It was interesting to notice that day by day as we read the children kept getting closer. After the first month the children developed enough courage to sit around me in chairs and on the floor. To my amazement and slight embarrassment the last two months of school different boys asked to sit on my lap or beside me to turn the pages of the book. These were often the more athletic boys and the mature ones. This runs contrary to our idea that sixth graders are too sophisticated today to want to be children.

I feel that the incentive for a child to read good books can come from having interesting books read to him. Experience tells me that reading aloud to children is rewarding both for reader and listener.

Near the end of the school year I observed a changed and improved attitude toward reading. Reading had become a pleasure and a key to many treasures in all subject areas instead of something to do when there was nothing else to do. Most pupils had lost their concern whether a book was labeled properly, young adult or grade 6 or above. Books had become friends and teachers.

THOUGHTS ON INDIVIDUALIZED READING

George King
Edison School, Burlington-Edison School District

"A completely individualized reading situation is one in which no two children in the class are reading the same thing at the same time."(1) Last fall, I looked upon individualized reading with apprehension. I had decided to teach individualized reading. Man learns to live in the world he creates. Having made this decision of my own free will I learned to live in the world I created.

I began teaching, fresh and enthusiastic, even though I was not experienced in the teaching of individualized reading. I had at my immediate command the memories and experiences gleaned from seven weeks of intensive study. I had what I considered to be an adequately equipped teaching station which I called the reading lab. (Actually this was my old classroom filled with paperback books, desks and students.)

My teaching assignment in reading was two classes of seventh and two classes of eighth grade children. The eighth grade classes met forty minutes a day and the seventh graders met twice a week. I had about 120 students per week in the reading lab. The reading lab had about 1000 paperback books at the beginning of the year.

One might ask, and justly so, "What did you do to keep that many students reading?" I make no claim that all students were continually reading. We read comics (both book and Sunday section), catalogs, newspapers, magazines, travel literature, school texts, library books, plays (both student made and ready print) and paperbacks. They developed an enjoyment of reading through personal selection.

Having had this past year's experience I believe the key to this program of individualized reading was the student's selecting his own reading material. The development of reading skills seemed to take place naturally when the student was allowed to select his own reading material, read at his own rate, or place the material on the shelf.

Some students may not improve their reading skills under this approach. Other students probably will not improve under other approaches. Probably all students should not be taught reading through this approach.

This program helped develop critical reading. Critical reading requires a wide variety of experiences. The student does not always have this wide background of experiences. It is difficult for him to become a critical reader if he reads from the same book all year long. The student in individualized reading was exposed to a wide variety of reading experiences which provided the necessary background to analyze, compare, and contrast different worlds of thought.

Perhaps the most difficult aspect of individualized reading was the student teacher conference. Lack of time caused much of my frustration. Early in the year I learned that there weren't enough minutes in an hour to enable the teacher to see each student every week. Too much time might have been detrimental.

However, when the final bell rang this year I knew that these children would not spend an altogether idle summer. A new world of reading enjoyment had opened for many of them and they would read this summer of their own free will.

LAMENT

Anonymous

Introduction

It is very evident that a number of children in my junior high were seriously handicapped in their reading. Not by lack of ability, it was felt, but because somewhere or somehow they were not motivated.

We decided to place twenty of those children in one class designed to meet their individual reading needs. The names and problems of children recommended for the class were submitted to the counselors from the classroom teachers and together we decided on those we were reasonably sure we could help. The pupils were ***excused*** for one quarter from their required classes to attend.

Week Number 1

We talked to the children and selected the class members. All agreed they "wanted to be part of this class." I'm not at all sure some grip the fact they are involved because of real reading problems; they have slid by so far, and although they verbalize a need and a desire to join they may be easily discouraged, or show short lived desire. Too, some for the first time in their lives are meeting success. They are developing physically, and in their minds a new found social success is equated to academic success.

How does one begin a new group? I wish I knew! I know my time with this group will be limited and there is so much to do... These children are treading troubled water and will academically sink or swim on their ability to handle the written word. The first paper they have submitted doubles my concerns. Where they don't know answers they have entwined hearts and flowers and such things as "Joe hurts," and where they put in answers they even spelled "I" in lower case.

Today I divided into groups of four. This way I hope to zero in with instruction of skills for one group while the rest are engaged in selected reading or reading oriented games. The class will be somewhat amoeba form but hard fast lines of practice and instruction time are necessary.

Week Number 2

We have covered quite a bit of territory on work sheets, based on Scott Foresman (1), Laidlaw (2) and Craig (3). The kids are reading books which have been checked for vocabulary and reading difficulty, and I am doing testing using the ***Standard Reading Inventory*** (4). Rick, I have found, scarcely knows vowel sounds. The short "e" in elephant he forgets, but I'll bet he could remember it in sex. Donnie, cute and little, is so immature. He is about as settled as popping popcorn and has an attention span to match. Randy is going to really grow from this experience. He comes into the room all business, listens attentively, and as soon as possible selects his library book. David, who was a real concern to the staff a few weeks ago, welcomes this opportunity to strengthen what he recognizes as a weakness. Ditto Jean. Ditto Steve.

Week Number 3

We are navigating into deeper channels. After very carefully discussing reading size the kids have decided themselves that they need to grow and want to grow. They see the importance of much practice and that we often need help even if we are at ***size***. Each child has now selected a practice partner who reads the same size. It is working well and is one of the best motivating devices I have hit upon in a long time. Orally they work on pronunciation and interpretation as well as expression, although I have not spelled out the need for this. It just came. This partnership extends to the use of the reading machines which they enjoy much more when they can read and discuss together.

One big drawback to our program is one of class size. It restricts mobility as the children need. Most of them work best when they have short periods of involvement with one activity then move into another. To work around this and to keep everyone in a controlled situation I have again divided.

	Group I	*Group II*
Mon. Wed.	Oral Reading (with partner) Programmed reading	Reverse
Tues. Thurs.	Silent reading (teacher approved books) Controlled reader (with partner)	
Friday	Class "togetherness." Skills instruction, movies, games, read-aloud.	

During their silent or oral reading periods the kids schedule themselves for a conference time with me. Together at my desk in a 1-1 relationship we can try to detect and work toward solving difficulties. Problems faced by several children provide the basis for an instruction period on Friday. Also the kids schedule themselves into use with the tape recorder during these reading periods. They have a check form to keep with other materials in their folder. The check form is filled by their partner and by themselves. Taping, of course, is the most direct route for recognition of oral reading difficulties. Only material which they have prepared is taped.

Week Number 7

Today we had a no-holds-barred assessment of our program. We agreed there has been gain. It is premature for a measure. I have, however, observed on the part of everyone a new acceptance of reading, and for several a new appreciation and interest.

Week Number 8

I have tried to be very judgemental in assessing the strengths and weaknesses of our program as I write this. Those who were concerned with growth at the start still are. Those who were not, probably won't have the strength to continue alone when they are away from it and it looks like this may be soon. David, I'm sure, is much more secure and happy not only with reading, but with school in general, for he is meeting success in a reading oriented curriculum. His problem was not as difficult to meet as any. Rick, Randy has had time to really *read* and it is delightful to watch him immerse himself in a book he can both read and enjoy. Dennis and Gary aren't the least hesitant to read beginning Webster books, and Craig is more serious in the calibre of work he hands in for grading. During a study hall time, however, these last three will not work in books easy enough to succeed.

My most satisfying reward is that the kids recognize and accept reading "size" and during class time will read to fit the size with no hesitation. This they have not done before. Gary checked out a Dolch book Friday. He announced it too hard today. We put him into one of the easiest Webster Programmed books and he giggled off to his seat enjoying the pictures and the story.

Week Number 9

I asked the kids what they would like me to do for them the remainder of the time we will have this class. Drill. These children seem to need much structure. They are cognizant of their problems and want to see daily evidence of success. Long range teacher goals are out of sight and an immediate A or a gold star is important to children who seldom or never see such rewards.

Week Number 10

Today ended the class. I'm sorry and most of the kids are, too. They have asked if we can't continue. We can't. It is the end of the quarter and they must take their academic work. I've volunteered to give up my free period but they can't be excused from class any longer. I fear the old pattern of behavior difficulty will manifest itself again for most. How can a child like Rick, physically mature, academically a misfit - how can he not be on the consciences of all of us who mouth quality education and then fall so short of making it a reality? If the schools are a mirror image of what we want, then many children who are not getting an individualized education because we are denying it, become an albatross around our professional necks.

One Month Later

I have watched the classroom performance of the twenty since they are back into their academic classes. There is little or no carry over. The time and success reinforcement were too limited. I'm still frustrated because I know we offered a candy bar--gave a nibble then snatched it away.

READING JOURNAL, 1966-67

John L. Groom, Meridian School District

SEPT. 6: Discussed my plans for reading for the school year. Read to the students. Allowed them to browse through the books I have in class. We plan to catalog the books. Will begin tomorrow.

SEPT. 7: Put book pockets in all the paperback books. Made a card catalog and filed all the cards. Allowed students to continue to browse through books. They will use the checkout file themselves. Plan to have a room librarian.

SEPT. 8: Discussed what level was best for each. How to find out? Use the books available - Ginn 2-2 -- 6. Keep a daily record in your folder. Relate what you accomplished today. Work on book reports, vocabulary cards, etc.

SEPT. 9: Students worked on individual materials. Read through student folders and book reports. Monday I'll start sitting with each student. This will be to just listen to the individual students read. I'll make any notations that seem appropriate in diagnosing their reading difficulties. (Introduced w/a poem.)

SEPT. 19: Begin individual informal testing today. Tested 2 students. Concluded w/a poem.

SEPT. 22: Continued with individual testing. Students tested to date is 7. Brought to their attention the importance of keeping their reading folder up to date on a day-by-day basis. I've got several boys that don't have the self-discipline needed in order to sit in the same place for any length of time. There's still hope. Have been keeping an "oral reading" check sheet as the students read to me.

SEPT. 26: Continued with informal testing. Twelve down and 23 to go. I'm beginning to wonder if my patience will last. Thirty-five is far too many for any teacher. One has a tendency to lose contact with the student. Discipline problems take advantage of unguided (free) time. Is it worth it?

SEPT. 27: Continued testing. I felt the "breakthrough" with one of my students (J.R.) today. He finished a book in class. Possibly the only book he has ever completely read. He knew the material well. Seemed highly satisfied with himself. I know I was tremendously satisfied. He stated he was going to read another book that evening. Today was worth it.

I'm planning to individualize both science and social studies. Not quite sure how but will attempt. Plan to discuss with the class and see what approach they would like to take.

SEPT. 29: HOORAH! HOORAY!! Our library *Finally* opened today. How may one teach reading with the main facility closed? It's beyond me. The cataloging should have been done in the summer. Oh well -- I (we) will survive.

Started class with discussion of the library opening and sent them row by row by row. They conducted themselves well. Continued with informal testing -- 1-1/2 students today. What a long process. A tape recorder would be excellent to use. Then the instructor could watch the pupil more closely. Always the future.

Made an attempt on "individualizing" my social studies today. Three students wanted to make a notebook on their own. The remaining students were put into groups (5 in all) and chairmen picked by me. As of today it appears it will get off the ground (I hope?!)

Read a picture book "The Dragon and Me" to the class. They loved it. (Not sure of title)

OCT. 7: Showed the film "The Doughnut Machine." Wednesday I read the story to the class. They really enjoyed the picture. Passed out horehound candy. This stemmed from a story I was reading to the class.

Got finished with the one person I started testing yesterday.

Spent three hours tonight reading the students' "Reading Folders." What a job with 37. I made it though.

OCT. 10: Opened the class with the fairytale Rumplestiltskin. They really seemed to enjoy it. Got one person tested. Read some of the reading folders, during the reading period, to see if certain ones were doing their jobs. Made a point to read all comments made by students today. The vocabulary cards are doing poorly. My fault? May be a poor job of selling -- I don't know. Possibly it just takes too much time -- so as the student may think. Possibly a lack of dictionary skill. Hang tough.

I've got some dandy sloughers. Slowly (?) getting to them.

OCT. 13: Opened the class with a poem by Joyce Kilmer (Trees). Tested two students today. My 3 x 5 (card) anecdotal card file has not been doing well. I believe this is more for the time after informal testing. Vocabulary cards are still slow.

OCT. 16: Tested two students today. Nothing unusual happened. Passed out SRA Pilot Library to class. Stated no tests would be given. They were very eager to get the booklets.

OCT. 31: Tested the remaining people on silent reading comprehension (informal). This concludes the informal testing as such. Upon completion of papers, independent and group instruction will begin.

The remaining portion of week will be spent in conference with student regarding quarter grades.

Almost forgot. Received 33 Dolch readers today. Joe R. has been in one all day. All the effort I give or put into my program is worth the reward to see Joe R. read.

Mr. Rowland came today. A quote from Joe R. "Uh Boy! Our student teacher is here." There wasn't much going on today for a good observation. It was Halloween and "payday."

NOV. 1: Dr. McCracken observed today. My reading period was spent conferencing with the students for quarter grades. It was pointed out that I was over counting reading errors in my oral informal testing. This I knew but not before I had read McCracken's manual on the S.R.I.

I've always felt the "Bridgeman" passage in the Ginn manual (informal testing) was not the best. My idea has been confirmed by McCracken's reaction toward it. I'll drop it next year.

I feel confident with myself that I know my students better through this testing. My greatest problem is getting enough materials for them to read and work with.

I'm becoming despondent on the self-contained classroom approach. Not because I don't enjoy teaching. I'm not satisfied with what I've accomplished in social studies and science. I would like to spend all my time in reading. It's exciting and fun.

NOV. 2: Continued with conferences. They seem to be coming along nicely. There are those that still take advantage of my being busy. We, as teachers, sometimes expect superlative behavior from all. They're individuals as we are.

NOV. 7: Introduced the two class games - scrabble and scribbage - which I purchased with our $5.00 PTA class prize.

Finished up student conferences. Now only the adults to face.

Most, if not all, the parents are pleased with what we're doing in reading this year. Especially those whose children are poor readers. A number are quite surprised with the amount of books their child has read. I'm really enthused this year.

NOV. 9: The bond issue passed. I'm anxious to see the plans. It will be a pleasure to teach in a station that has facilities and less pupils.

Today was spent passing out pupil made animal reports. Each had the opportunity to report on an animal and put that information on a ditto master. Each student received a copy of everyone's work. I'm real pleased with the progress so far. They really enjoy seeing their own work run off. They stand 10 ft. tall. I feel it's tremendous. The only drawback would be administrative squabble pertaining to the overuse of paper. I've an argument at hand for that one. Part of the hazards of teaching.

I'm more enthused this year than in the past.

NOV. 10: Opened the reading class by introducing three picture books. Two were McCloskey's and the other a Japanese story that parallels The Big Wave. Also read the poem The Blind Men and the Elephant. No reaction.

The majority of the class spent their time working on their science animal notebook. I've never seen so much individual enthusiasm over a notebook.

As I sit back and look on my parent-teacher conferences I feel, for the first time, a feeling of real accomplishment. There were many things that made these the best. There were the pupil-teacher conferences for grades. These worked much better than I ever anticipated.

Another is the approach to reading we've taken this year. It's loose for my traditionalistic conscience, but the students, in general, are doing very well. There are those that are sloughing, but that happened before.

The only argument I have is time. I just haven't the time for all the things I want to do. My family needs me also. Maybe it's best this way though. Always striving to do the best and more. Too much nervous energy, I guess.

NOV. 16: Opened the class with student book selling. I read three poems. No discussion. I had personal conferences with six students. I feel it will be at least two weeks to get around. Thirty-five students make individualized reading much more difficult.

Lack of supplies makes it seem futile at times.

We're going to make a class cookbook for science. Each student will bring their favorite recipe and record it on a master. I'll run them off and distribute them to all. We'll each compile the booklet. Some want to bring sampler pieces to class. This I'll permit.

In social studies I'm quite concerned with my slow learners. They need help badly and I don't have enough time. I've thought of some less academic route but we've no area to work. Oh well - I'm still thinking and things will turn out for the best.

NOV. 18: Opened the reading session with a couple of poems. More favorable reaction today. Discovered something that might explain their dislike for poetry. Through informal chatting with a few boys I found out that for disciplinary measures last year students were made to recite poetry. What a magnificent method to quench the love for poetry or anything for that matter. Why punish with school work? This type of teaching inspires me to become an administrator so I can speak my mind and enforce my convictions. I strongly feel that we as teachers should put ourselves in the student's place and ask ourselves if we would like the assignment. I realize the necessity of assignments, but I'm speaking of those which are utterly ridiculous. In my heart I feel I can get more mileage out of my students with less work if they understand the purpose.

When I should have been conferencing with pupils I was browsing among the class. I would talk to certain ones for a minute or so but nothing lengthy. The class was performing well. There wasn't one person who wasn't reading or writing.

We saw a film the second half of period. It had little to do with reading, but what an inspirational picture. I believe it was titled Our Beloved America. It was well worth our time.

Began a mural on Canada today. The students seem highly enthused. I plan for everyone to get involved. What a bombshell though. Thirty-five students and no room. WOW!

NOV. 22: Opened the period with two poems. The Sea-Gull by Ogden Nash and The Wise Old Owl by E.H. Richards.

Passed out a questionnaire for each student that had to do with our present reading program. They are to answer the questions and leave the questionnaire in their folders.

I still have about a half dozen boys who don't seem to enjoy anything that is connected with books. These are the ones that take advantage. I haven't given up.

The arithmetic groups got off much better than I expected. I'm very pleased. Now if I can keep up with them I'll be all right. The student will keep his or her own records. They'll check their daily work themselves. I'll check their tests or utilize the talents of the "independent" workers.

I feel I've overcome one more obstacle.

DEC. 1: Boy is the time flying by.

Opened the class with a student discussing a book. Also read a poem to the class. They're becoming more receptive in poetry now. I notice that some are writing and copying poetry in their journals. I'm not cramming it down their throats.

Spent some time with group 3. Found a book that, I hope, will work for group 1 (low group). Only one said he didn't care for the book. I don't plan to use this book *every* week.

I'm very pleased with the results of grouping in arithmetic. I've never seen so much enthusiasm in students. I allow them to check their own papers and plot their % on a graph. They have the privilege to work ahead if they so wish. Many do.

Lack of flexibility in the physical set-up is slowly getting to me. It is very difficult to do many things because we don't have the facilities or the room. With classes this large and lack of space it's no wonder why teachers fall back into "dictatorial-traditional" method of teaching.

It's very taxing and difficult to keep up with 35 students on a personal contact basis. I wish I had this close relationship with my family.

DEC. 6: Worked with group 1 (low group) today. This has been a day. The reading period was terrible. Lack of attention and self-discipline hinders this group. We meet in the hall and the area, the acoustics, furniture are not appropriate for us. We are not flexible enough in the physical plant. It's frustrating. Noise bothers me. Also it bothers me to see students sitting around doing nothing. Not that they should be doing something 100% of the time, but at least 75%.

It's very trying and tiring to teach the individualized method to this many students. I can see why large classes bring on rigid group instruction.

My science is sick and I'm sick of it. It's no fun to read science. It has to be done with hands. We don't have the room or materials. I'm still thinking (and that is very difficult).

DEC. 7: Opened the session with a poem. I worked with group 2 today. I'm using self correcting system on the reading assignments. It seems to work quite well.

I'm not sure of the direction we're (I'm) moving but it seems enjoyable. It's amazing how the illustrations have dropped off. More reading now. Still some very reluctant people.

My science is lousy. It seems to be all lecture. We've no room. It's frustrating. I'm trying to think of some way to make it more interesting. Possibly "team teaching" is a partial answer. We've been considering this approach very seriously.

DEC. 8: Opened the class with a student report on a book.

Worked with group 3 today. They were "shocked" when I said there were no "pat" answers to some questions I asked them about their reading. No doubt it will take some time for them to get used to this procedure. It's even difficult for me.

The students don't seem too concerned about studying for tests. I put material on the board and made the statement that it was test material. Too many flunks. Apparently there is a lack of study habits. Must work on these. This is where some of the "discipline problems" have been taking advantage of my ***loose*** teaching this year. Too many students in too small a room. I get so disgusted with some of them. That's life, I guess.

The arithmetic groups were just the thing to get some of these pupils in gear. As I see it shaping up, the class is bi-modal (?). With the exception of one or two in the low group and three or four in the independent group, I believe I'll have two distinct groups of students. I'm quite satisfied with the way things have gone. It's an improvement.

DEC. 16: Read for 15 minutes. Discussed the importance of writing in the reading folders. While the students were working I read some folders. With the Christmas spirit in the air it is very difficult for all to get in gear. I don't expect to get too involved in group work until after the first of the year.

DEC. 21: Finished the book "A Tree for Peter." What a book. I really enjoy that book. The class did also.

Continued with individualized reading. Two groups rehearsed Christmas plays they plan to give Friday. Very well behaved today.

Finished another book (during story time). It's Like This, Cat. They loved it. Now reading A Wrinkle in Time.

I find that most students like to hear stories. I make a point to read to the group each day. I haven't missed a day this year. I feel it's very important.

We have Charlie Brown's tree. It's the saddest thing I've ever seen. We love it though.

Wow, what Christmas spirit -- or is it me? Nonetheless I'm excited also.

JAN. 11: Opened the reading class with two poems.

Worked with group 2 and discussed suffixes. Also worked with group 1. We checked yesterday's assignment. Each checked his own paper.

Checked reading folders today. I plan to give out new folders at the semester. I will keep this semester's folders until the end of the year.

The "noise" problem has calmed down. I feel I'm becoming more secure with this approach now. I'm sure the students enjoy our system. They mention, on their own, in their language journals. This is encouraging.

JAN. 25: Began the class with the reading of a nonsense book. Also read the tale of Millions of Cats. It seemed as though they liked it.

I worked with group 1 on suffixes. An interesting session.

Prior to lunch I read Little Black Sambo to the class. They listened.

In general the day was lousy. I was fired up in the morning but apparently ran out of gas. My low spelling group has got me bewildered. No leadership at all. I try to overlook their loud, raucous actions. They say they want to do well but they don't show any initiative of their own. I don't expect as much from them; but I do expect **something**. One thing that hinders the situation is our size. Thirty-seven is just too damn many!

FEB. 2: Discussed the importance of keeping up the reading folders. Some haven't realized the importance of this. They don't realize how much it helps me in my evaluation.

Group 3 alphabetized our room card catalog. It was in terrible shape. Discussed 7 new books I received. Passed them among the group. Individual work. I read the remaining folders for the week.

FEB. 10: Read the story of Lazy Jack to the class this morning. Most were interested.

Mentioned the importance of keeping up the reading folder and answering the questions I ask.

Continued with individualized reading. I checked several reading folders to finish the complete group. My schedule for reading, checking the reading folders, starts on Wednesday and terminates on Friday. I try to do all the reading at school.

I've been having a problem with one girl. She seems (K.K.) capable but I'm disappointed in her use of classtime. She has shown signs of underhandedness. I'm not sure what her problem is yet, but haven't given up the hope of pulling her through.

In summarizing the week, I would say it has been a good one. I'm now receiving more production from the class in general than the first semester. There are still those that are somewhat reluctant to record or keep up to date. I haven't given up on these people either.

FEB. 16: Read the fairy tale of Red Riding Hood this morning. They seemed to enjoy it.

Turned them loose on individualized reading. I read and commented in reading folders.

It appears that we've reached a point in our reading where we, or I, should spend more time with a skill. This wouldn't apply so much for the low group. I'm speaking about the middle and upper groups. There is a possibility to work on some basic dictionary skill with the low group. My problem in all areas (groups) is what is the most important. I'm not sure. Kids seem to learn in spite of our hinderance.

I've finally got a good (I think) vocabulary builder going. This is connected with science. Seems to be some enthusiasm.

MARCH 1: Started out with two or three poems this morning.

Worked with group 2. Discussed plans for working with a story. Also passed out a dictionary skill sheet. Seemed to have good response this morning with the group. Noticed that those remaining in the classroom (group meets in hall) were not producing what I think they should.

Wound up the day's reading with "what is expected of each student." I have some that dearly love to take advantage and do not have the necessary self-discipline required of a sixth grade pupil.

The day in general was lousy. I don't feel well. No P.E. today, etc. Rain is not conducive to good teaching when children do not have a place to let off their steam. Space is a problem.

MARCH 2: Got right to work today. Picked about 7 people and began working on speed reading. It was difficult to get the students to realize that this was not to be graded. I'm sure the pressure won't be so bad once we understand fully what is expected of them. I'm still concerned about those who don't want to read during reading period. They seem to need someone standing over them all the time.

We've discussed responsibility several times. Some cannot understand, yet, why they don't do well in class. It's primarily a lack of personal application. I hope there's hope for these.

It's depressing at times with 37 students and an inflexible room.

MARCH 7: Began the session with the introduction of a nature magazine and a weekly newspaper.

I worked with group 1. We discussed a story that had been read. The remaining students were busy with individualized reading.

Semi-individualized my social studies today. Set up nine groups. Gave each two Latin American countries (arbitrary selection). Each is to report. They seem somewhat satisfied. It's fun to sit back and watch them tackle their problems.

All I said is that I wanted each group to report back to the class on their countries.

Got myself into a discussion after school (somewhat heated) which involved methods of teaching. (I strongly advocate "good" learning doesn't take place through punishment. I admit I do use punishment at times but I'm speaking of those who have to stay in and do arithmetic, language, spelling, etc. I'm a firm believer that students can be made to see a necessity for a particular job or assignment if we're fair with them.

They're human -- why not treat them as such. Why don't we let kids be kids for a change. I'm convinced that they will do their best if we're fair with them and accept their ideas as worthy.

I don't know all the answers but I do know how "I" would like to be taught. ***There's hope!***

MARCH 8: Started class today by reading a fairy tale called the Johnny Cake. They seemed to enjoy the story.

Worked with group 2 today. We discussed a dictionary work sheet and talked about a story that was read last week. I was pleased with their performance today.

Some are reluctant to do their assignments. I'm not sure they realize their responsibility. This is something that takes a great deal of patience and determination to get across to the students.

I find the low group causes most of my problems (noise, etc.) This is not surprising. They have been frustrated for so long it is still difficult to get any work from them on their own. They expect me to be telling them all the time. I have to bite my tongue once in awhile.They have, as a group, shown improvement!

MARCH 10: Oral book reports today. They do well but show lack of planning. I will have to mimeograph some "things to think about." Some guidelines to think about.

Those that ramble beyond 3 minutes do not hold the attention of the class.

I worked with the speed reading group today. They seem to be doing quite well. Some were alarmed when their rate went down today. I mentioned the fact they might have bad days and they seemed to accept that statement.

A group of students put on a play or skit for the class called Rumpelstiltskin. It was quite good. You might say it was the "modern" version of the fairy tale. The ad-libbing was excellent.

I was somewhat bothered with the noise factor. Not so much for my room but for the other teachers. I dislike very much to disturb my colleagues. Some of the "traditional" still engraved within.

This group has performed for every class in school now (10) plus ours. It got somewhat out of hand - my fault - not the students. I'm afraid we'll have to limit the plays to our room from now on.

This has brought on a rash of plays as one might believe. They are fine. The students have to read and isn't that our main purpose? I think so.

MARCH 16: Today was my day! Dr. Bamman observed. I tried to have a typical class situation. I didn't feel it was proper to hold some rehearsed situation. I think (feel) I succeeded. It was a very unrehearsed book discussion with my top group.

It was slow in starting and our group, including myself, was quite nervous. I tried not to build this type of fear into the student.

They stated later in the day that they noticed a difference in my actions. Here I try to build self-esteem in my students and I lack it myself.

I appreciated very much the comments that Dr. Bamman contributed to the group discussion. I realize I should use a mobile blackboard or overhead projector in the group situation. I seem to become bogged down in setting up the mechanical things. There's no question-we need more room.

My remaining class was typical or possibly a little on the noisy side. This has been the case when I've been working with group 3 or 2. It is group 1, which has the greatest number of students, that contains the reluctant readers. I'm continually demanding production - anything - from these people. It's a problem, but I feel I've gained on them this year. (Despite their attitudes)

MARCH 21: First day of spring!

Began my reading period with a chapter out of Farley Mowat's Owls in the Family. They really enjoyed the story. It seems well written.

Worked with group 1 this morning. We worked on main ideas, inferred meanings, word meanings, etc. They seem very inferior in this area. I feel for most it's a case of lack of confidence in themselves.

They decided they wanted to work with newspapers. Next week each is supposed to bring a newspaper to class. We'll discuss how to read the paper, etc. They seemed interested.

I asked the question, why they (low group) enjoyed reading this year and not last. It seems that the majority of the students were told to "get out" of the easy books - get something that was grade level.

I questioned the value of a low level reader selecting a book that was beyond his capabilities. I only have a handful as compared with the beginning of the year.

Parent pressure is apparent with a few but I'm pleased with the progress we've made together. It is sometimes difficult to get the student to understand that I want to help them. Also that they must help themselves as well as me. Some take this help as blow to their ego.

MARCH 23: Continued with The Owls in the Family (about 10-15 minutes).

Introduced 11 new scholastic books and distributed them.

Worked with group 3 today. Had each bring the book he or she happened to be in.

We discussed books, especially those they had selected. Made it known that those in speed reading should apply the technique on their daily reading. Some have not understood this fact yet.

Received an SRA and RFU/kit Monday. Today one of my slowest students asked if we were going to have SRA. I said no (we don't have any student booklets). He was so relieved. I asked why he didn't want to participate in SRA. He said he had never done well. Come to find out, from him, he was put into a color that was too difficult. He apparently was working at frustration level most of the time.

Why can't teachers let the student work at his *own* level? We think that a fourth grade student should be reading at level 4; a fifth grader at 5th level, etc. Why? Wouldn't it seem much more realistic to be reading at a comfortable level?

We have a tendency to let the reluctant students slough. They've never really felt the sweet taste of success but know only too well the bitterness of defeat. Why are we cultivating dropouts? Are we striving for the final standardized achievement test? What is our goal?

I question the fact that the SRA is good for the reluctant reader. I think there has to be an "interest" in reading before you can teach skills. This is the approach I've come to take - it makes sense. I've experienced some success. It's fun - can you imagine that?!

APRIL 6: Continued with the story. I've most of the students' attention now. What a story. It's very down to earth.

Continued with grade conferences today. Only three to go. Thirty-seven pupils is pretty rugged when individual conferences are used.

I've written more this past week than possibly all my undergraduate work put together. It's worth all the effort and even more.

The students have really been well behaved. They do very well during the reading period. It's from 10:30-12:00 that it becomes a little noisy.

Some are not sure what to do with all the free time. The idea of responsibility weighs pretty heavy here. We're both (all) learning though.

Last week we received an SRA reading kit as well as an SRA-RFU kit. I showed them or introduced them to the class yesterday. What adverse feeling! I stated there was to be no record keeping because, frankly, we don't have the booklets.

They tore into both kits. There is evidence of misuse. Why? Why is it that we teachers need concrete grades? I feel we don't feel secure in our own observations and ability to judge. Always on the defense.

APRIL 7: Continued with Owls in the Family. Had or listened to 5 oral book reports today. They were good. There should be more eye contact.

Only conferenced two students today. I have one left. He's been out of school all week.

Follow the same class schedule as was used Monday - Thursday. Read some reading folders. Had the students clear out the last quarter's "work" papers. I filled those with the rest of the year's reading material. I plan to give these folders and all material back to the students come June 8.

I've been very busy this week with conferences, journals, report cards, and reading folders. Twenty-five students look mighty good. Next week we get back on schedule (I hope).

APRIL [illegible]: McCracken visited today. I introduced our Newstime Magazine. We discussed articles it contained. Pointed out the book section. Told the class my plans for group reading.

Introduced a word game. It was great. Dr. McCracken helped out. The class was remarkable today. I was very pleased with their behavior.

Still get upset somewhat with him (McCracken) around. Why-? Probably because I'm afraid I'll make a mistake. Too much of this ''letter perfect'' feeling.

APRIL 13: Started the period with the discussion of our proposed reading groups. We plan to use scholastic books. There are nine groups and each group has a capable reader for chairman.

Each group will be responsible for their book and will be required to report to the class on the book. It appears that the project has great possibilities.

I introduced a couple of news magazines. Read a few folders and worked with the speed readers.

One student hit 1800 w/m with 90% comprehension today. I have been letting them take one minute to review the questions at the end of the stories so they will have a purpose for reading.

Tomorrow we will not do this just to see what takes place. One thing for sure is that most of them have doubled their first attempt. This, to me, is an indication the effort has been valuable.

I received 63 copies of Reader's Digest skill builders today. I gave half to Mrs. Higbee.

I am beginning to see that we're getting ahead. I've requested some materials (books) for my summer reading program that I feel can be used in our sixth grade program next year and thereafter.

It is tentatively planned that I will be in charge (head) of reading at the sixth grade level next year or when our team teaching convenes. It has been worth the vigil.

APRIL 17: I opened the class today with the fairy tale The Tinder Box. I sure had everyone's attention. They still like to hear a fairy tale.

I passed out two UFO books I purchased over the weekend. Also handed out some ''how to play chess'' books.

Spent some time with the speed readers. They seem to be coming along very well. All have doubled their times. I'm real pleased--now if only I could personally do as well.

The activities are blossoming out beautifully in science. It just takes time and patience. The time we seem to have. It's patience where I come up short. I've made tremendous gains this year despite my traditionalistic background.

Our social studies is doing much better now. We've started our second round of reports. We plan, and have discussed, to create imaginary countries. I'm all fired up -- it sounds fun. The students are beginning to get fired up also.

It has been a fine day.

APRIL 18: I opened the class today with Farley Mowat's book The Dog Who Wouldn't Be. I'm not sure I've done the right thing. One of my capable readers acquired the book (paperback) at the Bellingham Public Library free of charge. I had read his Owls in the Family and mentioned this dog (Mutt) and what a different dog he was.

A week or so will indicate whether I should continue or not. It just seems a little beyond most of my students.

Part of the session was spent with group 1 on a Scholastic Reading Test, too for grading. This test deals with (1) main thought, (2) literal meaning, (3) reasoning, and (4) word meaning. Tomorrow we plan to discuss the answers in a group and explain why they should be as they are.

This is one means of getting in the skills that I feel haven't been taught enough. There seems to be a lack of continuity in the skills area. What is the best approach --? I'm not sure. I definitely have to pursue this much further.

My social studies group work seems to be hot and cold. There are still those that just like to visit during the work periods. Why? Possibly because we just are not flexible enough. Fixed furniture makes it extremely difficult to set up for a group working situation.

Another factor involved is time. I find that when I give them more than 20 minutes it causes problems. Most attention spans are too short for any more time. There are ***many*** bright spots though.

One teacher has begun to use the reading folder! That's great.

Let's face it -- in order to "teach" one has to succumb to the fact that it takes much time. Not the 9:00 - 3:30 school day. Night work, Saturday work, after school work, etc.

APRIL 20: Decided not to continue the reading of The Dog Who Couldn't Be. It was just too adultish for most of my class - or so I thought.

As I was browsing through the library this morning I found an "easy" storybook called Big Rex the Detective. This I read this morning to the class. A majority of the low students enjoyed the story. This also seems to make these books permissible to read. Most were eager to read the book after it was finished by me.

I worked with group 2 today. We discussed the work that had been assigned yesterday. I thought we had a relatively good session. It was one of the best "skill" sessions I had. I'm not sure about the students though. Why don't they usually respond? This is a good question. Possibly too much "cramming" in other grades? I don't know. I think small doses are much better than large ones. This is one area that I need to improve. I have ideas but they are not organized well enough. I haven't given up.

I'm not sure I mentioned this before or not, but I checked one book that I purchased for 50¢. It was a "Mad" pocketbook. At last count the book had been checked out 25 times (many read it without checking it out). The cover shows the wear, pages are loose, etc. This figures out to less than 2¢ per reading. What better testimonial is there than that?

One teacher stated, "Sure, they'll read that material anytime." Why this attitude? What is reading? I, as one, had ideas such as this in previous years. Thank God I was fortunate to be a part of the Institute.

The boy I bought the UFO book for has really had his nose in that book. This morning he stated that it was the best book he had ever read. To me it was worth the 75¢.

The attitude for reading has taken a significant turn for the better this year in my room. Why? I believe most of it has come from the fact that the student may select his own book at his own level and not be made embarrassed because it is only a level 3, 5, etc., book.

The grading has been geared to achievement and not grade level. It bothers me how these people will be treated next year. This may be the time to hold an inservice instructional class, symposium, etc., with the teachers of reading.

I have finally come upon the area in elementary instruction in which I am interested. I enjoy teaching, all areas, but never really had a deep seated love for one in particular. Now I do. This will enable me to push more. It has given me great encouragement.

APRIL 28: "PAY DAY"

This is a day that never seems too dull. There is always that check to brighten the outlook.

I began the class with another sea story. I thought if was good but most were not interested. It's impossible to please everybody.

We had four oral book reports. They have shown general improvement. Still a need for oral polish. Possibly every Friday is too often. Maybe once every two weeks would be better. I'm just not sure at this point. I've revised before and one needs to adapt the material and ideas to his own situation. I think I'm headed in the right direction anyway.

I introduced Newstime magazine, Weekly Readers, and the Nature and Science magazine. They seemed eager. This eagerness is sometimes shortlived. At least they make an attempt to read. Isn't that my purpose?

Ivan Hickenbottom visited my class this morning. I was very pleased to have him. We, along with Al Randall, have struck up a very warm friendship. I truly enjoy their company and ideas.

The N.D.E.A. Institute has been a magnificant experience for me, not only in new life, but new people, the type of person who has erred like myself in the misuse (poor use) of reading material, to discuss education with. It has not been a "wasted" day.

MAY 2: Began with a sea story. Not bad. I had most everyone's attention. Let the students read today. Just browsed throughout the class. The last two weeks haven't given the time for much solid silent reading.

As I sit back and observe the class I see people reading that I wasn't sure could profit from our program. Yes -- there are still a few reluctant ones, but there always will be these. I'm very pleased with our progress this year.

I'm confident that next year will be more profitable. It is pretty well set that we'll run the ***whole*** sixth grade on much the same as I've done this year - individualizing plus group work. I'm excited and eager to begin. I'm just hoping this enthusiasm doesn't ebb away.

Our sixth-grade faculty will come together for conferences next year -- regularly. This is a first for us. It can't help but be better -- three heads are better than one.

Tomorrow I head for the I.R.A. convention. It appears exciting.

MAY 10: Pictures! Wow, what excitement and confusion. We made it though.

I did get some of The Witch's Daughter read. This left us with about 20 minutes to be used for reading.

The group reading is good for some and not for others. As I browse around I see good things such as discussions, reading to each other, silent reading, etc. There are those who don't have the necessary self-discipline. Not the slow student but some of those students who are capable, in my opinion, but reluctant to read not only on their own, but also self-selected materials. Individualized instruction is not meant for all. Neither is the basal (group) approach. It appears, though, that the individualized method brings out the best in most students. I'm satisfied with the majority and my growth and attitude.

My science is faltering. There are, or seem to be, many reasons. Poor organization on my part, lack of group leadership, lack of group cooperation, lack of proper space, and flexibility, etc. It's frustrating for me. We have learned despite these. When it comes right down to the primary reason for a sense of failure I think it is lack of security on my part. The adjustments have been much greater than I ever anticipated. It has been good.

In teacher discussion after school this evening, I find a general feeling that most teachers are trying to cram material down students throats. Why? Possibly a matter of "achievement" tests? There is misuse of these tests.

Teachers seem ***afraid*** to try something new. I was this way once. We expect our pupils to accept everything we present; yet we, as teachers, are the most reluctant. Is it not possible that we are not teaching or teaching a so-called non-learner? We too often blame the student and fail to see that our approach demands, amounts of work, levers of reprimand, etc., are all against the idea of learning. Why not do some fun learning? Are we still in the "hickory stick" age? God help us and especially those who use nothing except "negative" teaching.

I'm convinced that good learning grows out of motivation. It's the teacher's duty to get that motivation started. We all have our poor or bad days. I probably more than most. This doesn't mean we should make school an "evil" place to be. We should create an atmosphere that makes student not want to miss school. Is this impossible? I don't think so.

I'm still beating the drum for individualization and am sure people will get so tired of hearing me that they're bound to try some to see what the hell I've been so fired up about. I haven't given up.

MAY 17: Began with the continuation of Casey Jones. They really listen to this one. This book has been on the shelf all year and nobody has checked it out. It is a hardback.

About 40 minutes was spent on reading this morning. Most were in their groups. I'm not sure everyone will finish the book in the allotted two weeks. I'm sure this is ample time but some seem to be taking too much time in discussing what they have read.

About 10 students left for a patrol picnic today. What a day! 27 is heaven. Everything went well.

After lunch we went to my acreage on the Medcalf Road. Each was to take his journal, drawing paper, and pencil. The group leaders had booklets of the trees of Washington. Each group was to browse (15 acres) throughout the area and observe and record. We then, as a class, discussed what we saw. It was new but came off splendidly. There is much that can be done with this type of activity.

Each was then to sketch something around them. Most did well. It's a new experience for the majority; they didn't realize that they were learning.

All students are now supposed to write something about our two-hour excursion. I didn't hear one rebel in the group. Our walk must have included approximately two miles. It was a great day.

MAY 19: Continued with Stormalong. They really enjoy these folktales. (I do too.)

Listened to 5 oral book reports. They show improvement. Even the questions raised by the group are improving. This makes more sense than the written report I use to require. The students seem to look forward to the day, also.

Had the groups get together for their assigned reading. Monday we plan to start our group book reports. I'm anxious to see how the groups present their material.

I read journals during part of the reading period. Some are still reluctant to hand in their journals. It is work for many, yet.

Spend about 15 minutes under the shade of a maple tree this afternoon. I read to the students, then we discussed some science material. It was a good session - cool anyway.

It was a good week despite the testing.

MAY 23: Started class with the story or continuation of John Henry. They really pay attention. To many they didn't realize that John Henry was a Negro until I showed the class a picture. This amazed me. We sometimes (many times?) take too much for granted with students.

We heard from two groups on the group readings. The reports were very interesting. The questions asked by the group and the answers by group members were very good. I'm sure with more work in this area the participants would improve.

We got in some USSR today. I was pleased to see most reading. It is a difficult time of year to work or study. I sympathize with them.

I now have the custodian peeved at me for even thinking of using a couple of classrooms for my summer reading program. I sometimes wonder who I should consult - the superintendent or the custodian. I'll make it as I always seem to do.

I'm exhausted tonight.

MAY 24: Read a 1967 Caldecott selection today called Sam, Bang & Moonshines. It was great! We all have some make-believe in us. This led to a short discussion of the make-believe world and what imagination is. Maybe I should have mentioned this at the beginning of the year. Can't get everything started in Sept. I would be pretty boring come May.

Continued with group reports. They were good. Spent at least 10 minutes on USSR.

Today we started our social study reports on fictitious countries. We got two out of nine reported on. I was pleased. This is one way to see how pupils correlate their knowledge with what they report on. It's amazing what comes up. Such items as education, government, climate, geography, transportation, wildlife, religion, etc.

I told each group where their country was to be located (i.e. low, middle, or high latitudes). They were supposed to locate their country by latitude and longitude and have a map.

I showed films from each of the areas (climate, agriculture, people, etc.) to give as much background and idea to each group as possible.

I feel I started too late. Our lack of flexibility (physically) hindered the situation. With more time, less students, more room, and the background I have gained, next year should be more interesting.

I'm not sure I can sell the other teachers on my idea though. I'm working on it.

I've been ***pushing*** for a multiple-text approach in social studies next year. Having some difficulty in selling this idea as well. Haven't given up as yet.

Took our second outing to the farm today. It was a little windy, but still worth the effort. This could be an important aspect of our conservation work if planned properly.

One other sixth-grade teacher and I have discussed the possibility of planning several trips for next year. We would like to incorporate a camera into the area (not only for this subject area but most).

It appears to me that our teaching will improve with discussion among ourselves. We teachers must discuss and evaluate. We have gotten into ruts and seem (not all) satisfied. This stagnant teaching is not good for the student. We're (at Meridian in the sixth grade) moving in the right direction. I'm excited to see next year and also the use of our new teaching facilities. This includes a new building, team teaching, and many innovations for better teaching, I hope!

JUNE 1: Opened the period with Steamboat Bill! Continued with conferences. I had ten people today. I'm pooped.

This afternoon we went to the Medcalf road; we had a pleasant outing. It's hot, sticky, close to the end of school - why not let our hair down? We had a good time and used it for a writing experience.

JUNE 5: Continued with the reading of Joe Magarac. They love it.

Completed the last of the student conferences today.

Had the pupils write personal evaluations of our class this year. I was pleased with their comments. They seemed very frank about the situation.

The group seemed noisy today. Just four days left and good weather. Not alarmed. I feel the same.

JUNE 6: Opened the period with the continuation of Joe Magarac. I like to ham up the Slovak speech. They like the story.

The program has relaxed now. These last days are tough. They're doing well though. I'm still reminding them to write in their folders. I doubt that I'll read and comment again.

We checked our library books this afternoon. I'm pleased with the amount of books we've accumulated. We've in excess of 400. I would say that possibly 5 or 6 have been misplaced or lost. Not bad considering the honor check-out system we had.

I doubt if I'll keep a card catalog next year. It wasn't used much. Possibly I'll have just a list of the books so I will have some idea what we have.

My problem students are now showing their restlessness. These last few days are very difficult for them. It makes these last hours very tiring for me. I'll make it though. It has been done before.

JUNE 9: The last day -- 1 hour & 15 minutes worth. Read and finished Heidi this morning. It was great - as usual. I gave the book to one of my students, very capable, who more or less is poverty stricken. I want so much for that person to succeed. She now lacks pride in herself and doesn't appear to be too well fed.

This was a great year; many depressing moments but we all made it. I'm very grateful for the opportunity to have been in the Institute. I'll miss this gang. We suffered ***many*** growing pains together.

SOME THOUGHTS ABOUT ADMINISTRATIVE VS. NON-ADMINISTRATIVE SUPERVISION

Richard A. Bruland
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Effective supervision is a three-part process. Instruction, demonstration, and observation of the teacher teaching are all requisite to this process.

As administrative assistant in this Institute, I was concerned with teacher supervision. This was a new role for me. I experienced many of the gropings that most of our participants have expressed.

I had engaged in teacher evaluation before as a school administrator. In that role my main concern was evaluation of teacher performance. Changing teaching behavior (if there was any lasting change) was accomplished through fear of authority or negative evaluation. In this Institute the emphasis was different.

My first problem was to get our participants to accept me as one who was there to help them improve their instructional programs in reading and in related areas. I was not there as an administrator concerned with promotion, tenure, salary, or prestige. Even though the participants had been assured, it was still up to me to prove that I was not going to run to the principal's office to report after each observation.

Many of the teachers were very unsettled at first by my being in their rooms. This was more obvious with some than with others. Some lost their nervousness after one or two visits; others took longer.

Often a teacher complains that classroom supervision does no good. The supervisor does not see things as they ***really are.*** This may be a valid conclusion if the purpose to supervision is to observe classrooms to see what normally goes on in them. There is little purpose in just seeing what goes on.

Teachers generally will do a better job when a visitor is in their room. The climates of most classrooms change when an outsider walks in. The children and teacher react differently to one another. The teaching becomes stimulated and the children become more responsive. If the purpose of the visit is to effect change, then this immediate change in behavior can be utilized by the supervisor to effect permanent change. The supervisor must react to the things he likes. Often teachers get encouragement from the agreeing nod of the head, a smile, raising an eyebrow, displaying enthusiasm and helping teacher and students with things about which they are enthusiastic. Teachers, like all of us, like to be told when they are doing a good job.

A supervisor can show approval by joining, unobtrusively, in the activities rather than sitting as observer. I have participated a great deal during the year and have found it to be effective and satisfying.

An evaluator should react to the positive, ignore, or at least soft peddle, the negative. There is little need to criticize. Most teachers ***know*** when something is unsuccessful. Our participants recognized their own successes and failures. They liked to know we saw the good things. They already knew we saw the bad. Many teachers do not readily understand negative criticisms anyway. Individual attention, received regularly, is far more effective than criticism with teachers. Negative criticism should be offered only when there is a practical suggestion offered to substitute for what is being criticized. Practical suggestions make the teacher's work easier or, if not, are justified by better results.

A critic must develop a finesse of criticizing. He must be careful to offer suggestions or ideas that will challenge a teacher and not frustrate her by being beyond her ability or incompatible with her teaching environment or style.

Innovation cannot be forced on teachers. Changing teacher behavior is most successful with those who want to change. By tradition the teacher is supposed to be the expert in all matters educational. A teacher is not supposed to display his ignorance, since he is "supposed to know." Many teachers tend not to ask questions about their own teaching. Asking questions (1) displays ignorance, (2) invites rebuke, or (3) petitions unwanted advice or pedagese. I felt my task was to make teachers feel free to discuss, to debate, to defend, to find weaknesses to correct, and to ask questions. These are all necessary to effect self-evaluation which, in turn, is necessary for good teaching. I felt most success in this one area. Our participants became free, open, and honest with me. I believe that it was because I was not considered the master; my role was that of fellow learner.

With fear of patting my own back, I think that supervision in this Institute has been most effective. Perhaps the reasons are:

1) I visited the participants with the purpose of helping, of sharing their successes and trials, of trying to supply information, materials, or suggestions. I worked with these teachers long enough to get to know their strengths and weaknesses, their likes and dislikes, and their aspirations.
2) The participants have had no reason to feel the threat that often is associated with administrative supervision. The participants tried many methods of teaching which they never would have attempted had they not had the excuse of sanction by the ***College Reading People.***

SUMMARY OF EVALUATION BY PARTICIPANTS 4

Richard A. Bruland
and
Robert A. McCracken

We used a written evaluation form. (See Appendix A.) The evaluation form was mailed to each participant. All twenty returned the evaluation. Nineteen signed their names, although this was optional. A rating scale, free comment, and questions requiring short essay answers were used. A score of 5.0 was the highest and best possible score on the rating scale. 1.0 was the lowest. All seven areas were rated as 4.0 or better. See Table I. There were thirty-four separate items. Twenty-seven items rated 4.0 or better, six items rated 3.0 - 3.9, and one item rated 2.5.

TABLE I

PARTICIPANT EVALUATION RATINGS OF INSTITUTE*

Area	Average rating of items
1. Pre-institute preparation	4.2
2. Procedures	4.2
3. Physical facilities	4.0
4. Evaluation of modes of instruction, course work	4.2
5. Communication	4.4
6. Evaluators	4.6
7. Conventions	4.7

*Maximum score = 5.0; minimum score 1.0

Seventeen through twenty participants rated each item, except the one or two items which were not applicable. For example only two participants stayed in college housing, so only two rated this item. Most items had nineteen or twenty ratings. Usually five to ten participants wrote free comments for each item. Nineteen or twenty answered the essay questions.

We have summarized the participants' reactions under each of the seven areas. We have quoted the participants' responses. The participants were laudatory, so that the quotes are almost all positive. We have not edited out the negative.

Pre-institute preparation

The participants reacted favorably to the publicity, the criteria for selection, orientation, and letters. They tended to rate these items without comment except to say something like, "Since I was chosen, I liked the criteria for selecting participants."

Procedures

The length of our summer session, the number of the class hours required, and work outside of class hours were rated favorably. We had some difficulty in interpreting the results of these three items because we erred in making the scale. We adjusted this by asking the participants what they meant. Overall, the participants liked the length, and the hours spent in class. We tried to arrange a balance of lecture, practicum, and free study time during each day. We tried to inspire homework rather than requiring it. The participants commented upon working outside of class but not feeling pressured or required, so that they could do what they most wanted or needed.

Most rated the observation of the simulated September class as valuable, and most rated the practicum work with the individual children as valuable. Seeing ***methods*** in action was important in making lectures come to life. Seeing a college professor teaching children, both successfully and unsuccessfully, helped to build rapport and helped in supervision during the academic year.

Some felt the balance of time among activities and classes was good; others felt that they did not have enough time with some classes. None expressed getting too much of any activity, so even the lower ratings in this item here had a positive side.

The monthly seminars were a highlight of this institute. Most expressed the opinion that these were a vital part. Seventeen participants wrote comments about the seminars, even though they did not comment about many other items. Typical comments were:

"I have tried more things and have worked harder because of our seminars than because of our class work last summer. I do feel that the seminars would have failed without our summer work as we all know each other so well that we aren't afraid to say what we feel."

"Excellent opportunity for sharing experiences and keeping in touch."

"Really hair-letting down time to share and compare."

"This was the strong point of the institute action and reaction. Participants were compatible and cooperative and so many challenges were presented for agreement and disagreement."

"These are an inspiration. It's good to listen to the success and failure of ideas tried out by other teachers. It's also good to be able to voice some of the things I'm trying, to teachers trying the same ideas."

"It was inspiring to hear the visiting speaker-evaluators. For me it was my only opportunity to talk with other teachers with common goals."

"These meetings allowed us to share our triumphs and disasters. They helped keep us stimulated and motivated."

The chance to share without fear of condemnation stands out. Participants did not sympathize with excuses for poor teaching. The loafers were accepted as people, but their loafing was not.

Physical Facilities Suitability

Some of the items under the summer session facilities were rated both excellent and inadequate. All of our meetings were held in the campus elementary school gymnasium and library. We chose these rooms since they offered large work spaces close to each other. Half of the participants felt that the meeting rooms were good. The gymnasium was large enough to display our book collections, to provide a seminar and class meeting area, and to provide for many small group instructional sessions. A few participants complained that our meeting room was too large, hence, too noisy and conducive to too much informality. General dissatisfaction was expressed with a demonstration teacher room because it was not a regular classroom. We used the library since it was large enough to hold both the class and the participants for observation. Most wanted better and private rooms for individual practicum work. All twenty participants worked with children individually at the same time so that we shared rooms. This desire reflected an honest criticism but also seemed to reflect an insecurity about being observed and about having their children distracted by an intriguing activity of a nearby participant. This was evident particularly when one participant and his two pupils constructed a hot dog cooker in which the hot dog completed an electrical circuit. This was an excellent activity for the boys in that it required technical reading, but the odor of cooking hot dogs permeated the room and foiled several routine lessons of the other participants.

The general campus facilities, housing, eating, and library, were rated as excellent. We had the year's collection from Books-on-Exhibit, about 1500 newly published books. We had a large paperback and a small hardback display of children's books. We purchased some of these books but many were free volumes from publishers. We also had access to the campus school library of five to six thousand books. Most participants were not used to this wealth of books. The children and the participants used them heavily. We used the paperbacks and the hardbacks later in the year as a lending library for those participants who had inadequate classroom libraries.

We had constructed a special professional library with single and multiple copies of texts which we wished the participants to read in addition to assigned texts. This library was used heavily during independent worktime and was borrowed from heavily for reading in the evenings. Having a library close at hand seemed to lead to much more reading since our participants had no problem of vying with 3,000 other graduate students for volumes in the main library. In some ways a small professional lending library may be more important than the regular campus library in inspiring professional reading.

Evaluation of Modes of Instruction

Participants were asked to evaluate the content of each course as it effected their teaching behavior, disregarding the instructor.

EDUCATION 486, Individualized Reading Instruction.

This course was well received. The effectiveness was witnessed by the fact that nearly every participant used or tried, wholly or in part, some of the methodology stressed in this class. Many of the monthly seminar discussions concerned ideas contained in it. The textbooks selected for this course seem to have been useful although they were not rated as highly as some of the others. Pertinent comments:

> "I was not convinced at first, but I am now using many of the ideas I thought wouldn't work."
>
> "This course was good in that the instructor practiced what he preached, and we could actually witness individualized instruction."
>
> "I appreciated this course most after I got back into the classroom! I realized the value of the individualized approach."

EDUCATION 487, Improvement of Instruction in Reading in the Secondary School.

This course was highly rated for its practicality. Realistic solutions were offered to problems that most participants had often struggled with. Suggestions for effective use of basal readers, reading labs, and other instructional materials available were well received. The texts for this course were judged particularly useful. Pertinent comments:

> "I liked the presentation of skills instruction. Also I have used the suggestions given in individualizing the S.R.A. kit to teach specific needed skills, also the file for skill lessons has come in handy."
> "Many upper grade teachers are totally unaware of the beginning reading processes and problems. This course helped us with basics."
> "Practical and useful."

EDUCATION 497, Observation and Practicum in Teaching Reading at the Junior High Level.

The participants valued this course for the opportunities to observe someone teaching reading to a class, to work with individual children, and to have a long period for discussing common problems. This part of the day brought reality to the program. The texts for this course were also widely used. Pertinent comments:

> "Observing and discussing actual teaching was of tremendous value. I have found this extremely useful in my own teaching."
> "I have referred to the ***High Trails*** manual many times. I have felt it very necessary to have the experience of working with an individual child."
> "I rate this highly because it was in the area where I needed support and relished it."

EDUCATION 585, Seminar in Reading Education.

The group dichotomized into distinct groups in evaluating the effectiveness of this course. Thirteen considered it invaluable, seven found it to be of little use. With the exception of one person, those who lauded this course are planning to continue with graduate work in reading education. Feelings of the two groups are best expressed by:

> "I am much more aware of research being done in reading and its application to the classroom."
> "I feel this course will become more important to me as I start working toward my Masters."
> "This course was over my head and too technical for my background."

EDUCATION 586, Seminar for Reading Specialists.

This year-long monthly meeting was highly rated. It provided participants the opportunity to come together to share problems, solutions, and ideas. Comparing and sharing was done openly in group discussion and confidently with one another. Participants were able to meet and to hear important persons in the field of reading (our evaluators). Pertinent comments:

> "This was possibly the most outstanding part of the institute. Good constructive discussions."

> "The idea of writing monthly papers is good; it forced us to summarize and evaluate."
>
> "Time of pooling experiences, ideas, and classroom practices -- Enjoy the fellowship, too!"
>
> "This has made it all fit together -- the most valuable part of the institute."

Communication

The classroom visits, the discussion during and following the visits, and the follow-up letter (the director wrote a letter after each visit summarizing what had been observed and offering comments for change; these ranged from short notes to three single-spaced typewritten pages) were all rated as extremely valuable. Every participant wrote comments as well as used the checklist in evaluating these three areas. The participants stressed the necessity of follow-up to spur teachers on to trying. They stressed the importance of having support when they were trying new ideas. They stressed the importance of someone giving critical, practical comments. They stressed the value of the follow-up letter in that it gave them support, challenged them on to further work, and caused them to think thoroughly about a teaching day as they reviewed what had happened.

We had used an observation checksheet (See Appendix B.) and revised it during the year. There was an attempt on this checksheet to be noncritical and to itemize activities that were taking place in the room. The checksheet was very helpful to the director in writing follow-up letters. However, the participants had mixed feelings about the checklist; some saw it as being valuable, and others felt it was unnecessary, or actually threatening. We discontinued using it in March.

Most of the participants indicated a nervousness with the first visit or the first two visits, but they felt that this was normal and well worth the strain once they got over their nervousness. Typical comments concerning the visits were:

> "I was harder on myself after each visit than any visitor was which I think was good. Also the ideas and encouragement given were excellent."
>
> "Very necessary and worthwhile. Served not only as a spur to keep me going but gave me confidence to try new ideas."
>
> "This should happen to every teacher once in a while to keep him on his toes and let him know that someone is concerned about what is going on in his classroom."
>
> "A necessity to insure carrying through of intentions, ideas, and plans, etc."

Concerning the letter, they commented:

> "An invaluable follow through procedure."
>
> "Terrific. Have saved and intend to use as source of ideas when working with kids in another class in future years."
>
> "Gave specific help in things to try."
>
> "The time it took to write it was worth it. Written in good taste and always constructive and very thoughtful."
>
> "I'm more receptive by suggestion by letter."
>
> "I needed the encouragement."

"Certain ideas came up that needed more thought and comment. I felt that the letters were straightforward and helpful."
"Good. I looked forward to this more than I first realized."
"Was always eager to read these."

Evaluators

The participants rated the evaluators, their visits to the classrooms, and their participation in the seminar as extremely valuable. They highlighted the year and added extra zest to each of the seminars. Typical reactions to the evaluators were:

"Wherever else in the world could we meet the experts in such an informal, relaxed, personally involved way. The diversity of approaches and viewpoints gave a more total picture to the complexities of teaching of reading."
"All the evaluators offered understandable material during seminars. Was of course impressed with evaluator who observed me."
"Dr. _____ was so quietly efficient, so resourceful, and so charming that I profited and treasure his concern and I'm thrilled every time I see his name."
"I found the visitation after observation especially helpful. The questions asked caused me to think and analyze what I've been doing. The talks and information given out by these specialists at the seminars were helpful."
"Meeting evaluators was the highlight for me. These people earned my respect, my full support to reading. It's important to know where we stand nationally. The evaluators gave us understanding plus directions to come. We really didn't know, realize that we were inspired, so many changes in our teaching. When evaluators take time to visit plain old teachers out in Plainsville, it makes us feel proud of our work."
"Boy was I scared! But you know I discovered that Dr. _____ was human and came with the knowledge that we were beginners."
"To have reading authority visit your room and comment on what was going wrong was an invaluable experience, although there was a feeling of pressure during these visitations. These feelings served a useful purpose in making one more aware of everything said and done during the period."

Conventions

The participants enjoyed both the W.O.R.D. conference and the I.R.A. Several were apprehensive about the W.O.R.D. conference since they were expected to participate and demonstrate. Typical comment about the W.O.R.D. conference was:

"An experience I probably would not have had. Interesting to find you do have something to say and be enthusiastic about."

The participants were impressed by I.R.A. particularly with the chance to visit again with the four evaluators, most of whom they sought out and visited. They also commented that it was worthwhile to meet the national leaders in the field. Reacted with words such as tremendous, wonderful, outstanding. One participant said:

"We set new goals going to I.R.A. and we all felt we were no longer rookies."

General Comments

We asked nine questions requiring essay responses. Overall, most of the participants felt that they had improved their teaching and become more effective and were able to cite specific examples of changed behavior in teaching which would indicate greater individualization of teaching and more attention to skills and individuals in reading. Most of the participants found that the pupils had responded better this year than previous years and were enjoying reading much more than they had ever done. Typical responses were:

> "The program has made me more aware of what the developmental reading process is, and has given me command to roughly control its direction. I have incorporated in my program a wide variety of materials that provide 'reading experiences' at all levels of difficulty. I am certainly more patient with students who are having reading difficulties and feel more capable of recognizing specific reading problems and treating them."
>
> "This institute has given me the shot in the arm I needed. My outlook has greatly improved. I have a better regard for those students that have reading problems. I'm convinced that we must get material into the classroom that will interest the reluctant readers. We must convince the student that he should be reading at the level he feels most confident."
>
> "As a result of this institute I am more aware of my students as individuals. I realize that optimum learning can take place when the materials of instruction are selected for the individual rather than for a grade level. I have also found out that when materials are abundantly available, reading classes do not have to be tightly structured by the teacher. Students will set their own goals and follow through."
>
> "I feel I have become even more tolerant than I was of the many reading needs and tastes of pupils. Also, an even broader tolerance for letting pupils read other than 'recommended' books. I have made more reading activities available, more materials available. I have not been so afraid to try new or different activities. I have let pupils read more in class, even materials that were not assigned at the time. I have used student conferences, and I will try student contracts in certain classes. There has been an effort to help pupils improve their reading abilities, especially in two reading lab classes."

There were numerous expressions about the ***significant thing*** that happened to them during the institute. Major consensus seemed to be the getting inspiration and respect for themselves and for teaching as a profession. They were unanimous in recommending this kind of institute. They particularly liked the year-long aspect of it with visitation and follow-up, the opportunity to learn to evaluate themselves, and the meeting with colleagues for discussion sessions through which they gained support, inspiration, and new ideas, as well as commendation for what they are doing. They strongly supported institutes such as they had experienced. They said: "Yes, I would recommend further use of the method and plan of this institute. Major strengths: (1) A continuing program for teachers over a one-year period: (2) A sound introduction to all methods of reading: (3) Classroom observation of institute members by institute personnel."

> "Yes. (1) The low-pressure atmosphere of the institute was impressive.

> I used it in the classroom. (2) Exposure to a variety of ideas in reading. (3) Follow-up throughout year. (4) Observations, but of a shorter length."
>
> "Definitely! I would sign up for another one if the opportunity was mine. Major strengths: Group discussion of methods, problems, etc. Opportunity to *see* some of these methods in progress. Opportunity to learn of materials and techniques for the improvement of reading."
>
> "Yes! The major strengths are the follow-up visitations and the seminars. Plus we were given good instructors with different views on every subject of reading and they were allowed to sell their way to us. This allowed us to pick and choose what we wanted."
>
> "Yes, I would recommend other institutes of this type. The major strength of this institute was the classroom visitations and helpful suggestions of those who observed me teach. I felt that these people were concerned about better instruction for my students, and I didn't feel threatened as one sometimes does when the 'boss' is observing."
>
> "By all means. 1. Concern with success of each participant. 2. No busy work. 3. Diversity of approaches of reading and opportunity to try any or all. 4. No pressure. 5. No grade competition. 6. Informal atmosphere at all times. 7. Easy rapport with *all.*"

The striking thing about the responses concerning weaknesses is the lack of serious criticism or any consensus of criticism. Participants had expressed general consensus of praise on the previous item, and either did not feel inclined to criticize or actually had no major criticisms to note. They did make suggestions for improvement. They felt they would have liked to have had some days to visit other participants. They felt that they should have more work on diagnosis. We would agree with this and felt that they were reaching a point of readiness for this at the end of the session. They did not like the institute's ending and wished that it was going to continue for another year or that Western would schedule something to make this possible. We have scheduled a seminar throughout the coming year which the participants are eligible to attend. Some felt that the summer session could have been shorter since they felt the main learning took place during the academic year.

The participants were in agreement that the year-long institute was much more effective than one that would have ended in August. The seminars or the supervision throughout the year were cited for reasons for instructional change. Typical comment was:

> "Year-long length made the institute the great success it was. Without follow-through the tendency to slip back into the same old ruts would have been much greater."
>
> "This has served to keep some of our goals before us and been a reinforcement of our original great plans. Have not been a terrific success, but if this had ended in August, I would have failed completely in making any changes in my teaching."
>
> "If this institute had terminated in August, I might have relaxed and never seen my project through. The evaluators and observers gave me the necessary encouragement to keep going."
>
> "The year-long follow-up is the thing that kept the institute from being just another summer session. I believe it increased the effectiveness one-hundred-fold. First we were forced to innovate, and after awhile, it became a challenge to find new ideas."

EVALUATOR REPORTS 5

Introduction

Robert A. McCracken

Dr. Margaret Early visited in January, Dr. Lyman Hunt visited officially in February and again in May for one day when he was in the area for I.R.A., Dr. Henry Bamman visited in March and Dr. Henry Fea visited in April. January may have been too early for visitation, in one sense. The participants were still struggling with their new approaches to teaching. There was noticeable improvement in the quality of the teaching seen by each evaluator as the year progressed. This may have been the participants observed, but it was felt that most of this was improved teacher behavior which was noticeable in all participants in the last three months of school. The improvement may have been caused by the comments of the evaluators, so that the January start for evaluation may not have been too early. There was a noticeable increase in assigned silent reading time after Dr. Hunt visited in February and emphasized ***Uninterrupted Sustained Silent Reading***. This sustained silent reading was noted particularly by Dr. Fea in his April visit.

Both Dr. Early and Dr. Fea emphasized the need for reading-skills teaching, study skills, and diagnostic teaching. We would not disagree, and believe their comments reflect what they observed. The participants were concerned throughout the year with skills development. Our first goal was to get pupils reading. We moved toward skills development as pupils established the habit of reading and working independently. Skills development and diagnosis were second goals. We did not emphasize skills development until a participant's class had managed the first goal. There is still a need for much skills development and for the learning of diagnosis prior to skills development. However, many participants have done fine skills teaching which the evaluators' reports do not reflect.

For example, Mrs. Thon emphasized vocabulary skills development in reading, in science and in social studies all year. She was wonderfully successful and is working this summer in learning diagnosis and in building additional skills materials for other areas. Mr. Groom initiated skimming skills and was relating these to study reading in social studies and science at the end of the year. Mrs. Leaf had a well organized skills program balancing a free reading program. Mrs. VanZandt developed a wonderful skimming skills program using the newspaper. Mrs. Gustafson was developing vocabulary skills in her science and social studies program. This was a very difficult skills program for her but it was beginning to reach fruition toward the end of the year. Mr. Dupris had a well organized speed reading program for able pupils who needed it. It was done largely through independent work in a carrel room of the library. Mrs. Blore set the teaching of reading and study skills through social studies as her year's project. Mrs. Blore's own evaluation indicated that she learned what to do next year, but that she did not feel overly successful this year. The four remedial teachers all were concerned with skills, and had skills activities and programs.

These examples are cited in response to the two evaluators' criticism of lack of specificity of a skills program. We felt that much of the skills were being taught incidently, and that most of the participants were concerned about and teaching reading skills. Perhaps Dr. Bamman's comment, "We are far too concerned with labels or classification of different types of reading programs," explains this since we didn't label most of our reading activities. Perhaps some of the criticism reflects too great an expectancy in too short a time.

The evaluator reports are printed as submitted, except to delete comments about the individual classes which were visited. Three of the evaluators submitted a brief comment about each participant they visited as a section of their report. There is some repetition in each report reflecting upon the organization of the institute. We decided it was better to leave this in than to try to delete parts of each report which might imply the censorship of deleterious comments.

EVALUATION REPORT, JANUARY 25-27, 1967

Margaret Early
Professor of Education, Syracuse University

The effectiveness of in-service programs can be judged by two kinds of evidence: the sense of commitment observable in teachers' formal and informal comment; changes in their classroom performance. This observer was impressed by the evidence presented on both counts.

The Seminar

Meeting with these twenty teachers at their Tuesday night seminar in late January, I was convinced that the primary goals of the summer program were being achieved. Almost all of these teachers had been deeply infected by the desire to teach reading through individualized approaches. As I listened to their freely given comments, I was struck by the depth of their commitment. They were emotionally involved to an almost evangelical degree as they espoused such techniques as "conferencing" and "self-selection." Indeed, the seminar had something of the tone of a revival meeting as the participants told how they had reached the light, or confessed to backsliding, or, in the case of a very few, maintained a guilty silence.

This involvement with the theories and vocabulary of "individualized reading" was evidence of the resounding success of this phase of the summer program. The course in individualized reading, supported by the demonstration class and practicum, has had obviously a greater impact than the courses in secondary reading and research. This impact on upper grade teachers ordinarily committed to rigid grouping procedures, to lockstep, whole-class teaching, is a tribute to members of the summer staff as well as to the effective follow-up of Dr. McCracken and Mr. Bruland. The coordinated efforts of the summer staff must have been characterized by exceptionally persuasive teaching.

Classroom Observations

Further evidence of adroit teaching lay in the obvious rapport among the participants, and between them and the instructor. Their ease in discussing failure as well as success and their confident professionalism as they examined their roles were the result, apparently, of careful nurturing of ***their*** individual differences and respect for their competence and potential growth. That individual teachers were less articulate in discussing their problems and aspirations with the visitor probably suggested the limits of their self-confidence at the mid-year. That is, they were not yet ready to reveal their judgments to an outsider.

Beyond their ability to discuss reading methods in a professional manner in the seminar, the teachers revealed the effectiveness of the program in their classroom performances. (The following generalizations are based on observations of four teachers, with brief visits in the classes of two more; the fifth participant assigned to this observer was now in a non-teaching role.) The overriding impression was the "newness" of the teachers' attitudes and practices. There can be no doubt that changes have taken place, even though before-and-after evidence is not available.

Three of the four teachers assigned for January evaluation were making visible progress in adapting individualized approaches to secondary classes in departmentalized organizations. The least adept was the teacher at the highest grade level (11), who was handicapped not only by an inadequate understanding of his goals but also by lack (at the time) of appropriate materials. The most successful (in grades 7 and 8) had achieved considerable ease with self-selection, individual conferences, and related group activities that emphasized skills in sharing and reporting. The fourth teacher had decided not to attempt individualized approaches and was doing a routine job with three-group teaching. The elementary teachers whom we visited informally on an unassigned basis were more skillful than their secondary school colleagues in classroom management. One of them had developed quite free groupings and individualized learning for skills practice (chiefly vocabulary). The other was moving cautiously toward individualized techniques for the top basal reader group and was relating these techniques to independent study in social studies.

Another overall impression is that the Institute staff must have done an especially good job on techniques of vocabulary development. In every classroom visited, this aspect of reading instruction was much in evidence. One effective device, noted in all the classrooms, made use of individual and whole-class word files.

Design of In-service Education

To this point, this evaluation has focused on the successes of the Institute. Since weaknesses were also apparent and will be noted later, this seems to be the place to speculate on reasons for the observable successes. Praise has already been accorded to the staff, especially to those members most responsible for the participants' espousal of a new approach and for developing their confidence, enthusiasm, and professional attitudes. But more needs to be said about the design of the Institute and, specifically, the thrust towards individualized reading.

Just as there is no "one best way" of teaching reading, so there are varieties of ways to teach teachers of reading. Nevertheless, all effective programs must share certain characteristics. There needs to be a period during which teachers are free from the responsibilities of their own classroom teaching so that they can concentrate on theories of learning and methods of teaching. For this study to be effective, there must be opportunities to observe good teaching practices and to engage in the study of an individual student, teaching him individually under the supervision of one or more competent instructors or advisers. All these characteristics were included in the seven-week summer program of this NDEA institute.

Of even greater importance, however, is the follow-up of this initial intensive study through systematic observation in the teachers' own classes. No doubt the improvements in teaching that have been witnessed in this program are directly attributable to the consultants' visits in the classrooms, their detailed written evaluations of these visits, and the reinforcing effects of the monthly seminars where the participants were able to discuss their self-evaluations and to support each other's efforts. Without this well-planned follow-up, it is doubtful that the summer program would have had such real and lasting effects.

Effecting change among experienced teachers means imbuing them with a desire for change, proving that such change is possible, and providing the right amount of guidance and freedom during the period of experimentation. Teaching a skills subject such as reading, especially in the upper grades and especially in departmentalized situations, presents several specific problems. Even after the need is recognized, teachers have very great difficulty in achieving the kind of differentiated instruction which is essential to skills development. Because small-group methods are especially difficult in departmentalized curriculums, many methods teachers aim only at improving whole-class instruction in reading and study skills, in the belief that, in the initial stages, teachers unversed in ***how*** to teach reading have all they can do to master the pedagogy of reading apart from considerations of classroom management. (Excellent whole-class instruction, or demonstration, of advanced reading and study skills is of course desirable ***some*** of the time in any reading class.)

Dr. McCracken and his staff decided apparently to attack first, most vigorously, the problem of classroom management. They decided that "individualized reading" is an easier mode of classroom organization than either whole-class or small-group arrangements for teachers who have to learn that skills development is an individual matter and that skills instruction allows very few opportunities for "imparting information" or for undifferentiated practice. This decision to focus initially on the type of classroom organization that seems, at first glance, most drastic, carried with it certain penalties as well as potential rewards.

On the credit side, the individualized approach forced teachers to break the habit of lecturing and question-answer recitation. It forced attention on students as individual learners. It demanded resources, chiefly classroom libraries. It recast their traditional role, forcing them to allow students to assume responsibility for their own growth.

But the demands of successful teaching through individualized approaches were too great for the teachers to meet in an eight-month period. Met halfway, individualized reading permits students freedom to read. It provides the setting for developing favorable attitudes toward reading, especially reading for recreatory purposes. Growth in the habits and skills of reading narrative prose is encouraged and probably takes place among students whose developmental reading skills are partially established. The teachers we observed had met the demands of "individualized reading" only part way. They still have a long way to go--the distance between *allowing* growth of a certain kind to take place and *developing* the reading and study skills needed by most upper grade students.

The penalties inherent in the decision to make individualized reading the initial thrust are implied in the foregoing paragraphs. These teachers' energies have been directed wholly towards the theories and practices of a new kind of classroom organization. They have apparently had little energy remaining to tackle specific methods of teaching reading. Hopefully, their competence in skills instruction will accelerate once they have mastered the problems of grouping and individualizing, but at the time of this evaluation the dominant impression was that they still have a long way to go.

It is our recommendation that the seminar and consultant visits be continued for those teachers most likely to profit from them. A short term summer course or preschool workshop might be designed to focus on the following areas that need strengthening:

1. ***Diagnostic Techniques.***

   It was our impression that the teachers observed had very hazy notions of the abilities of specific students. Yet successful "individualized reading" is based upon the teacher's skill in analyzing reading achievement (that is, ability to describe in detail a student's performance though not, of course, the clinician's skill in diagnosing causes). Building on their experiences this year, a course in diagnostic techniques should focus on informal testing procedures applied to a variety of types of reading.

2. ***Grouping Procedure.***

   The next step for these teachers is to introduce group structures which will allow for greater economy in teaching time. They should be ready to explore a whole spectrum of arrangements now, from wholly individualized to pairs, teams of three or four, small groups, and excellent whole-group instruction.

3. ***Study Skills.***

   No evidence was seen of the teaching of study skills in any of the classes observed. Support for the assumption that study skills have been neglected came also from examining the kinds of books students had "self-selected." Their choices were almost wholly narrative prose (light fiction) or popular non-fiction of a narrative rather than expository cast.

   In the upper grades, among students who have developed adequate basic skills, the emphases should be on study-type reading of the kind demanded by their content textbooks. Since the teachers have responded so well to the emphasis on vocabulary skills, it is time now to turn their attention to methods of teaching such skills as perceiving organizational patterns, using a textbook, outlining, note-taking, and summarizing. For teachers in separate reading classes, this will mean becoming acquainted with their students' subject-matter textbooks as well as adding to their own classroom materials the growing number of published texts and workbooks that feature the reading of expository prose.

4. ***Reading in the Content Fields.***

In this first year, the teachers have focused on "developmental reading" in separate classes, or periods in the elementary curriculum. Although it is probably too much to ask for evidence of extension of the program to the content fields during this first year, especially in departmentalized curriculums, it is time now for the teachers to be thinking in terms of a whole-school program. Secondary teachers should be exploring ways of strengthening the separate reading classes while at the same time extending reading instruction in the content fields. Reading classes in junior and senior high school should offer special services to selected groups of students. There should be a different focus for different groups and types of programs--"individualized reading" for non-academic students perhaps as part of the English requirements' specific skills instruction for underdeveloped readers (perhaps in separate reading classes set up as short-term, intensive courses); an emphasis on study skills for students who read at average and above-average levels. In some schools, the time may be ripe for reading teachers to spend more time working with subject-matter teachers and less time in direct teaching of reading in separate classes. While every pupil in secondary school should have continuous instruction in reading, for the most able readers such instruction is most significant when it is an integral part of their subject-matter courses.

Possible Directions of In-service Programs

The pattern of in-service education in reading methods established by this Institute deserves support from local school systems. The present Institute has made an outstanding, but necessarily limited, contribution to the reading improvement of local schools. The limitation referred to is the time span of a single year--although the director is to be commended for extending his Institute beyond the summer session typical of most NDEA Institutes. In this year, the initial impetus for effective change has been successfully accomplished. But improvement of reading instruction in the upper grades is a continuous development. Now that NDEA funds have made possible the attainment of initial goals, it is time for local school systems to divert funds to the continued support of the program. Maintaining the momentum of the program in the schools involved should be relatively easy on the basis of so successful a beginning.

Expansion of the program to other schools is also feasible, provided that administrators recognize the need for supporting the program financially as well as theoretically. Modifications in the design may be needed to fit a restricted budget, but these can be made without sacrificing the essential characteristics of intensive study followed up by classroom consultation. By pooling resources, several school systems could support a summer program staffed by the University reading center and a consultant team working out of the University. Because of the heavy demands made upon the consultants, it will probably be necessary to reduce the amount of time to be contributed by University personnel, replacing these people by newly appointed staff who would be closely related to the University program.

EVALUATION REPORT, FEBRUARY 20-23 AND MAY 1, 1967

Lyman C. Hunt, Jr.
Professor of Education, University of Vermont

Background and Introduction

The format of the institute called for continuous interaction during the school year between the institute staff and the participant, as a follow-up to an intensive summer program of instruction. This on-the-scene aspect of the institute program was of particular interest to this evaluator.

The fact that the institute staff made periodic visits to every participant provided a realistic opportunity for significant changes in reading instruction within the classroom. Continuous interaction between college teacher and classroom teacher opens pathways to innovations previously infrequently explored. The problem of short term intensive course work losing impact because of lack of follow-up is at least open to solution. Key questions become then: Have instructional changes occurred? What direction have such changes taken? How marked? How permanent? While these questions cannot be answered in a definite manner, comments based on direct observation will be made with regard to them.

First, a general resume will be given with regard to teachers visited; then general and concluding remarks will be made. The classrooms visited will be reviewed under three headings, namely: Classroom Organization, Materials for Instruction, and Patterns of Teaching. Finally a critique will be offered relative to the Institute program as a whole.

Classroom Organization

A classroom structure organized around homogeneous groups, based on ability if not on performance, is typical for upper elementary grades and the junior high school. It is the exception to find extensive sub-grouping within classes at this educational level even though the homogeneity is more imagined than real. Thus it is both significant and satisfying to have found that a variety of informal classroom arrangements prevailed. While some teacher-to-total class instruction was observed and while in one or two instances sub-groups within classes were organized on ability levels, these arrangements were no more evident than other types of classroom organization. Surprisingly, much of the time teachers worked individually with one particular child. It is a surprise, albeit a pleasant one, to observe the teacher-pupil conference at the junior high school level.

Thus while the every common form of classroom organization was observed - teacher to total class
teacher with sub-groups
teacher with individual pupils

the salient fact is that no one form was dominant. To the contrary, it was not unusual to find one teacher utilizing all these basic patterns within one class period. And the teachers taken as a group utilized each of these basic patterns frequently.

An additional unusual feature of class arrangement related to subgrouping within the total class. Sub-groups were formed for a variety of reasons: for play practices, for skill practice, for book discussion, for lesson preparation, for compatibility, etc. Frequently sub-group arrangements were based on social or friendship considerations; or when games were used a partnership or buddy system was readily arranged. It was exciting to see sub-groups brought together simply by the force of social compatibility or friendship even though the activity was for each pupil to read silently. In a few instances, little or no interaction took place among these friendly groups but an atmosphere of security and serenity prevailed. Many times groups based on social affinity were formed to facilitate group interaction. On these occasions much small group discussion occurred: several times partners took turns reading aloud to each other.

As a natural consequence of sub-group activity and of individual teacher-pupil instruction, many students were working apart from the teacher much of the time. A high degree of independence was required. To observe self-managed and self-disciplined sub-groups was heartening. To foster increased independence many teachers encouraged activities wherein one pupil reported to the rest of the class or directed a sub-group activity. Firm management is needed if pupils are to direct themselves. A delicate balance between freedom and discipline must prevail when pupils interact with other pupils apart from direct teacher supervision.

The variety and diversity in classroom organization observed in these classrooms is noteworthy not in itself but because it reflects more advanced and sophisticated patterns of teaching on the part of this group of teachers.

Instructional Materials

As flexibility is the word which best characterized class management and organization, variety best describes the abundance of instructional materials which were present in the classroom. Naturally a high percentage of this material was in printed form (albeit packaged in every conceivable fashion); however, some non-print material was used. Examples of this latter material were found mainly in listening situations through the use of records, or of the teacher reading, or of pupils giving reports. Some visuals including slides, film strips and pictures were also in evidence.

The anthology textbook, ubiquitous in the upper intermediate and junior high classroom, was present but by no means predominant. A plethora of books: books of all kinds, hard and easy, hard back and paper back, thick and thin, picture books (cartoon style), massive contextual tomes was impressive.

The prevalence of paperbacks was particularly noticeable. Quantities of individual titles were in evidence; several sets of multiple copies of single titles were also noticed. An abundance of library books (from classroom, school, and outside libraries) was all around. In some classroom situations books and other printed matter were displayed far more attractively than in others. Some teachers appeared to be much more sensitive to the importance of availability and attractive arrangements than were their colleagues. In but a few instances was one aware of untouched, unused materials.

The suitability of the material was impressive. This was apparent not only from the viewpoint of interest and attractiveness but more significantly from the standpoint of ease. Seeing so much attractive easy to read material at this educational level was heartening. It was also most encouraging to see the abundance of book length stories as contrasted to typical short anthology-type material.

Much printed material was offered in unusual packages. The traditional series of pages bounded by a cover has given way to some strange and bizarre means for presenting the printed word to the reader. Novel packaging included cards in boxes, films for machines, overhead plates for projectors, and individual word and phrase cards to name a few. Of additional interest was the suitability of the magazine selection: ***OutdoorLife, Field and Stream, Popular Mechanics, National Geographic*** are sample titles which were being read. Reference and resource material, while available, were not so plentiful as were other kinds of material; more was needed.

Patterns of Teaching

Flexibility in class organization and quantities of printed material are both characteristics of quality instruction. Assuredly the highly individualized, less structured pattern of instruction was relatively new and untried for several of the teachers. Much that was different or innovated was still in the trial stage. Certainly uncertainty persisted in some situations. What directions to give, how to build self-direction, how firmly to command and control, and how to both challenge and support, were aspects of teaching which still plague some teachers.

Increased individualization of instruction requires the teacher to do more direction by indirection. In turn pupils must practice being more independent in their work-study habits. Each student must acquire self-direction and yet, when appropriate, work cooperatively with others. When this independent, indirect form of pupil guidance is not properly synchronized, the teaching-learning situation can easily disintegrate and lose its positive form.

The artistry which typifies the best in teaching must be present to a higher degree if individualization of instruction is to be truly achieved. When the interaction among pupils becomes excessive, a situation may easily occur where the teacher must intensify attendance to several at the same time. Here the ordered atmosphere so necessary to productive work dissipates. Frequently teachers unexperienced in providing individualized instruction fail to act with alacrity when trouble spots arise elsewhere in the room. In one situation the teacher, while seemingly sensitive to sources of difficulty, hesitated to move in and redirect the action to proper channels. As a consequence, the situation became sufficiently disturbed to prevent a positive working situation. In another instance, the teacher, seemingly unsure of the course of action, turned to the pupils to determine next steps. This indecisiveness about instructional tasks was nearly, but not quite, the undoing for this particular class.

The complexity of having several sub-groups of pupils interacting among themselves (with the resulting concurrent noise) and simultaneously establishing an atmosphere favorable for quiet independent reading was not easily resolved by some teachers. On more than one occasion some students were observed attempting to shut out extraneous noise by covering their ears in order to concentrate on silent reading. It is essential that teachers moving toward individualization establish a time and a climate in every class period wherein uninterrupted sustained silent reading occurs. Sustained silent reading during a quiet reading time is an imperative element if the individual approach to teaching is to succeed.

Uninterrupted silent reading need not crowd out sub-group activities by others in the classroom. But students, even during group activity, can learn to work so as not to disturb others. Again as time is set aside for silent reading time, so other time can be planned for pupil activity within sub-groups. Teachers must, however, order their thinking relative to these somewhat competitive endeavors.

Similarly some teachers had not reached a decision regarding the relative importance of silent reading and oral reading. In fact they had not really faced the need for a decision on this issue. At this educational level achieving effective patterns of silent reading is by far the more desirable skill to be achieved. It can not be approached in a desultory or nonchalant manner. It is not simply used alternately with an unlimited use of oral reading. A conscientious effort must be made to help students attain the highest possible proficiency levels of silent reading. This takes practice; pupils must read for increasingly longer periods of time on their own.

An important element for working effectively with individuals within the mass setting of the typical classroom lies in the art of questioning (*1* & *2*). Pupils move forward rapidly, or lag behind in relation to the stimulation each receives during the individual conference. The teacher, by the quality of her questions, gives force and direction to pupils' reading activities. Through careful questioning and resultant discussion each reader will be challenged in greater personal productivity. The teacher, as experience is gained, learns how to support and give direction according to the needs of each particular student. The excellent manner in which several teachers employed questions was impressive; the positive effects were in evidence in several situations.

In essence, this attempt to individualize instruction was a bold effort for several of the teachers. One beneficial effect was the vitality and excitement generated within the classrooms. The motivation to read and to learn, although a non-material factor, was certainly real. A lively, yet for the most part, purposeful atmosphere prevailed; it must if successful teaching on a personal basis is to be realized.

General Remarks

The following features of the Institute Program seem particularly strong.

A. The teachers are working in a variety of ways with class groups and sub-groups. Much of the instruction is personalized and designed to meet needs of individuals and small groups. Flexibility in classroom organization and management is quite evident; this is noteworthy because it is seldom seen at this particular level of education.

B. A great variety of printed materials was in use. It was most impressive to see sizeable quantities of easy to read materials being read and enjoyed by so many different youngsters. Older youngsters who have experienced substantial difficulty with reading throughout school seldom, if ever, are given opportunity in school to read books which are truly easy for them. It is heartening to see youngsters who previously have not utilized reading as the ordinary or able reader does freed from the struggle and frustration which usually confronts him in his efforts to extract meaning from printed material. Seldom do we give this inept reader easy materials -- really easy -- so that sustained silent reading can become a reality for him. No person is a reader in any real sense of the word until he achieves independence in silent reading and uses it extensively. Seemingly this goal is being increasingly realized.

It is most encouraging to see middle grade pupils inspecting and perusing all kinds of printed matter, newspapers, magazines, reference sources, and books of all types--paperbacks and hard backs--trade and text. Appreciation of and commitment to using printed matter of all types should be the end result.

C. One is encouraged to find teachers who generally are oriented to the single lesson, single presentation, single text searching out for more flexible teaching patterns. Certainly much of this reaching out is a struggle. Occasionally a particular activity is fumbled or muffed. But the attempt is being made. The effort to individualize is evident. The purpose is clearly to personalize the educational effort. Progress is being made toward that end.

Personalizing instruction at the middle grade level demands effort, ingenuity, and commitment on the part of the teacher. Teaching readers rather than texts or grade level materials makes for significant differences in teaching. Certainly the pattern of instruction which emerges is less neat--less cut and dried. It appears less orderly. There are more, many more, loose ends; the teacher must make many more decisions, exercise considerably more judgment. But the individual learners share a greater responsibility for what they are learning. As a result more will be accomplished in the long run.

Critical Observations

The significant fact of this institute program relates to the concept of continuous and comprehensive supervision within the classroom. Marked changes in patterns of teaching which were observed in several classrooms are not easily attained. Change is a long range, developmental process. Systematic interaction between college personnel and classroom teachers provides the key to effective change. This pattern of communication between supervisor and teacher should prove a model for much future activity.

The direction of change emphasized within the institute has been toward individualization of instruction. Much has been accomplished. Yet persistent effort over a period of time is needed. Programs of the sort being attempted are built, not adopted. While desirable directions have been established, more remains to be done. Interactions between college supervisory personnel and classroom teachers need to be continued for an indefinite period.

More attention should be given to the establishment of a classroom atmosphere conducive to efficient reading and study. Classroom time needs to be taken to instruct students to be independent in reading and study. Many pupils are reasonably so, but not sufficiently so. Consequently numerous members of each class need to be guided to higher levels of responsible independent activity. There is need for greater accomplishment in the area of quiet, sustained silent reading. Developing concentration without interruptions should be an important goal. While a diversity of classroom activities occurring simultaneously is desirable and should be encouraged, consideration must always be given to individuals who need to read without undue distractions.

It is gratifying to see a number of different instructional activities occurring simultaneously. It is imperative for the teacher to be decisive and positive in handling diversity. The teacher must be in touch and tune with the several sub-groups. The teacher must be alert to directions each sub-group or individual must take. Each teacher must be prepared to move in on trouble spots with alacrity.

Clear incisive directions are needed; continued review and reinforcement of instructional plans and goals helps. Persistence in the instructional effort is needed to accomplish many goals.

Good discussion of books is a learned activity. The more the activity is practiced the better the result. Skillful questions and positive guidance by the discussion leader, whether teacher or pupil, is vital to success.

Concluding Statement

This observer was impressed with the concept of instruction and supervision which constitutes the structure of this particular institute program. The observer's reaction to the persons and personalities involved, the college staff, the classroom teachers, and most of all, the pupils, was unusually positive. The behavior and decorum of all concerned seemed remarkable.

This observer was impressed with the effort of both teachers and supervisory staff. All were endeavoring to operate within a most desirable educational framework. This was being undertaken with a display of dedication and devotion which was most noteworthy.

This observer was most impressed with the focus of this effort. It concentrates on the classroom; on the teacher and the pupils and the interactions between them. It puts its emphasis on the classroom: this is where the action is. This is the only place where differences, real differences in instruction, can materialize.

The scope and purpose of this particular institute program is bold and imaginative, yet its realism is self-evident. If education is to be personal and meaningful, teacher education must accrue in the teacher's classroom, far over and above that which transpires in the college course.

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EVALUATION REPORT, MARCH 15-17, 1967

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Initial Preparation of Teachers

That the initial preparation of the teachers who participated in the Summer Institute was thorough and eclectic is obvious when one observes the teachers in action in their classrooms and discusses with them the multiple facets of their programs. An examination of the course outlines for the Institute further substantiates the belief that the participating teachers were exposed to both divergent and convergent aspects of reading instruction in the secondary schools.

Careful planning resulted in exposure of the teachers to many approaches to the teaching of reading. The teachers who were involved in this particular institute have broken the "lock-step" approach to the teaching of reading and have been taught and encouraged to experiment with multiple approaches. There is evidence of concern for teaching reading to slow learning as well as superior students, with appropriate modification of materials and methods for the individual student. It is the opinion of this evaluator that changes in the teachers' modes of teaching could not have been effected by exposure to a summer institute alone; the significant changes have occurred throughout the year as the teachers have experimented, periodically evaluated their effectiveness, and altered their approaches.

Too frequently institutes have not provided direct contact with pupils in developmental and corrective reading classes. This particuar institute apparently provided a thorough and exciting experience for the teachers in a tutorial practicum. Too, another frequent criticism of institutes has been that little attention has been given to the application of research to classroom practices. On the basis of the individual contacts with the teachers and observations of a seminar in which all of the teachers participated, one may conclude that the teachers in this institute are aware of current research and are making sound applications in their daily work with their pupils.

Participation of Teachers

The teachers in this institute are participating enthusiastically and confidently. In each of the classrooms, there is evidence of careful planning for individual pupils, for groups of pupils who share common interests and needs, and for attainment of both short-range and long-range goals.

The teachers have developed skills in counseling students to effect higher motivation and to aid the students in their evaluations of progress in reading.

The teachers are effecting change in their individual administrative systems. Their principals and fellow teachers are becoming involved in the reading program. As a result of the year-long emphasis, administrators have become involved and are supporting the program with both funds and facilities and are planning for expansion of the program.

This observer/evaluator was impressed with the evidence given by the teacher-participants of a variety of approaches to the teaching of reading. Those teachers who have individualized instruction have kept detailed records and provided for skills development by grouping for instruction. The teachers who have concentrated on skills development in small and total group situations have provided for individual experiences for their pupils.

In each classroom, there was evidence that pupils were setting their own goals, evaluating their own progress, and preparing and collecting materials for themselves and for the total group. The pupils were ***involved*** in reading, and a high level of motivation was observable in each classroom.

Supervision

The opportunities that are afforded by a year-long institute for follow-up of the teachers is one of the most commendable features of this particular institute. The supervisors of the program have had constant contact with each of the teachers. It appears that the value of supervision has been fourfold:

1) The teacher has had continuous help in implementing the reading program, in evaluating progress of the students, and in selecting and field-testing materials.
2) The presence of the supervisors lends credence to an area-wide concern for the improvement of reading skills, attitudes, and interests; the supervisors have been able to coordinate several different types of programs and to share their knowledge with administrators and teachers.
3) The involvement of college personnel has aided the teachers in gaining support of their administrators and fellow teachers.
4) Traditional attitudes toward supervisors appear to have changed; the supervisors in this program have been knowledgeable in all areas of reading development; skilled in counseling with teachers, pupils, and administrators; and, above all, positively supportive of the teachers.

Evaluation Techniques

Evaluation of the reading programs and of the teachers has been continuous, employing both formal and informal techniques and instruments.

Self-evaluation on the part of each participating teacher has been excellent. An examination of the periodic reports submitted by the teachers revealed growth in the teachers' abilities to

1) assess the strengths and weaknesses of their own teaching techniques, determine the relative worth of different types of classroom organization for effective instruction, and discover the appropriateness of materials for their pupils.
2) accept the reality of failures along with the evidence of success.
3) arrive, through introspection, at an awareness of their own roles as innovators and directors of learning.

The absence of threat in the seminar which included all of the teachers participating in the Institute gave evidence of the greatest value of the training that has been offered. Each teacher shared his or her failures, successes, disappointments, doubts, and criticisms. The teachers were mutually supportive; each teacher participated and felt free to ask questions. When an evaluator reads the individual progress reports of these teachers, observes them in classrooms with their pupils, and then has the opportunity of meeting with them collectively in the seminar, he senses the full impact of a well organized, professionally conducted institute.

Summary and Recommendations

It would be difficult to offer adverse criticism of this institute. True, there are wide variations among the teachers; some are more effective than others. However, the variations reflect differences in experience, in personalities, and in previous training. A definite beginning has been made toward the establishment of sound reading programs for the participating schools. The institute was based on a modest but realistic statement of goals which have apparently been realized.

It is recommended that consideration be given to extension of year-long institutes for the training of teachers of reading for these reasons:

1) Traditionally, we have offered one or two courses in the teaching of reading and have had little if any opportunity to follow the teachers into practice. An extended period of supervised practice would seem to result in clearer determination of appropriate methods, administrative arrangements, and materials. Further, the teacher who participates in an extended program is more likely to engage in continuous evaluation of both the pupils' progress and in her own effectiveness.
2) Teachers frequently need the support of reading specialists or supervisors to gain administrative sanction for their programs. In a geographical area where several schools and administrative units are involved in a coordinated program of reading instruction, the prediction of success and continued improvement of the program is greater.
3) We are far too concerned with labels or classifications of different types of reading programs. An extended program such as that which might be conducted in a year-long institute provides an opportunity to blend and balance, through trial and error, multiple approaches to the teaching of reading.

EVALUATION REPORT, APRIL 17-19, 1967

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This report will consider four topics:

1. Attitudes and opinions of the writer relative to teaching reading at the high school level. These will form a basis from which to evaluate the institute.
2. The summer institute--evaluation of the summer program for participating teachers at Western Washington, summer 1966.
3. The inservice program--evaluation of inservice activities from September 1966 to June 1967.
4. Recommendations

1. *Reading at the High School Level*

The writer is of the opinion that:

a. The volume of published material and the complex nature of modern writing necessitates formal instruction in reading at high school levels.
b. In general, teachers of high school pupils are not equipped to teach reading.
c. The better high school programs provide for some formal instruction--some application, experimentation, continuous re-evaluation and review of reading skills.
d. Upgrading reading abilities in high schools is best accomplished

in five sequential steps:

(1) Establishing habits of reading at levels where students feel comfortable with their performance. This will lead to improvement of reading skills even if no further steps are taken.

(2) Changing attitudes of students toward reading. This appears to be achieved to the extent that step (a) is successful . . . when a student learns to read habitually with satisfaction his attitude toward reading improves.

(3) Specific skills must be taught formally and provision made for formal practice of these skills until thoroughly learned. There is awareness of skills today, but without the ability to use them efficiently.

(4) Teaching important study skills--so that study, especially in subject matter areas, becomes efficient.

(5) Improvement in reading tastes.

e. It would seem to the writer that the five sequential steps as outlined in (d) above are most efficiently accomplished somewhat as follows:

(1) Established habits of reading at a level where the student feels comfortable with his performance. This is a very difficult accomplishment: First, because many pupils have established through long years the habit of reading only under compulsion; second, because many do not consider reading pleasurable. The crucial factor is for the teacher to establish conditions such that the student will be pleased--first, at having read; second, intrinsically from his reading. The first requires the teacher to produce suitable frequent rewards, for minimum effort, until the student looks forward to having read, and the feeling of satisfaction extends backward in anticipation to the beginning of the reading task. Then emphasis may be shifted to intrinsic satisfaction with the reading, and this comes only if the task is relatively easy and the material highly interesting to the individual. Paperbacks seem to be the most suitable material from which to choose for such objectives.

(2) When the stage of voluntary reading on a level which is relatively easy for him, of material with which he can identify, and which gives him generous emotional satisfaction, is reached, his attitude is already changed toward reading. He has reached the stage where he says such things as "Well, these books are O.K.--it's those books they give you to read for social studies and stuff that I can't stand." Then he is ready for further work, so that his attitude to these also will change. It is not expected that his attitude to such will reach the pleasurable recreational, reading-for-reading-sake level, but that it will reach a level where his reward lies in the information and knowledge he obtains from such sources. This comes when his skills are improved so that he can read at much higher levels than that at which he is presently reading.

(3) The specific skills of reading--reading to obtain meaning from context, skimming, reading critically, etc.--are achieved only with lessons planned with the single objective of the highlighted skill in mind, so that introduction to the lesson, the lesson, the

material, and the practice assignments to follow make use of the skill abundantly clear, the technique understandable, and application very rewarding. (In the sense of lack of reward if the technique is not followed carefully.) Here, it must be remembered that each is a skill in its own right, which means the building of a habit if it is to be used efficiently, and therefore, a long and continued period of practice, analysis of student performance, further practice, further analysis, etc. Ability to read critically is not built in a few scattered lessons, nor is it built by the use of the popular reading kits. Reading kits are not well matched to students' interests or abilities; nor do they equip a student to make the all-important transfer to situations where he can gain personal knowledge of the benefits of the use of the technique in subject matter areas.

(4) The study skills come after reading techniques are improved. Most students read at the literal level. They have never been taught to read to remember--this is a must for proper study skills, appropriate for the student who reads voluntarily, has a positive attitude towards reading, and has various reading skills at his command which he can readily adapt to different reading purposes. Again, controlling the environment until the student convinces himself beyond the shadow of a doubt that study skills will be very rewarding to him, is the key to the situation.

(5) Improvement in reading tastes depends to a great extent on general maturity in behavior and thinking. It cannot be accomplished simply by letting the student know that his reading choices are held in low esteem. He must be given frequent chances for comparison between materials that yield great rewards in opening avenues of thought, in useful information, in understanding of humanity, and those which hold little for thought or for use but cheap and evanescent thrills in human behavior. This is a slow process, built only by the best teachers, working individually with each child at those moments which are opportune but rare.

2. *The Summer Institute*

Briefly, the summer institute consisted of a formal course in individualized instruction, a formal course of instruction in the teaching of reading in secondary schools, observation and practicum for junior high school teachers (where each student worked with a pupil for a 50-minute period per day), and a seminar in research. In light of the above stated position by the writer, the summer institute should have prepared teachers by making them knowledgeable about establishing recreational level reading, and about sources of materials for students which would accomplish this, and about psychology of the junior high school student so that his interests, achievements, etc., could be considered in fashioning his reading instruction. This would require ample communication with high school students to see knowledge adapted to practice and to become familiar with the on-going situations with students so that teachers could confidently begin their own programs in the fall. Closely structured lessons in skills, demonstration, and participation would help teachers to begin their work of improvement in skill areas--and some improvement of their own reading skills and study habits with opportunity to transfer to the teaching situation might have equipped them for helping future students to use reading as an effective study tool. Something about attitudes, their building, and their detection, could have been useful, especially observation and increased sensitivity to attitudes as they appear in human behavior. And finally, if composition of classes for the fall was known, each teacher should have been given as much opportunity and assistance in transferring to the actual situation for the fall program as would lead to maximum progress.

A brief examination of the summer institute in light of the above paragraph seems to indicate the following to the writer:

a. The course in Individualized Reading--an excellent first choice: Individual conferences, the keeping of logs or diaries, selection of individual areas of study, and introduction to high school books in the exhibit collection would seem to have introduced the teachers to techniques which had direct application to the classroom. Conferences, perhaps, were not sufficiently frequent to establish a desirable pattern for high school use. And the small group activities appear more adapted to acquiring and passing on information than in demonstrating techniques which could be usable in reading classes in Junior High School in the fall.

b. The course in improvement of instruction in reading in the secondary school:
Summary from the instructor reveals that he found little knowledge of the professional literature concerning reading instruction evident in his students at the beginning of the course--knowledge of phonetics, for example. The participants revealed that they felt inadequate and wanted to know a great many things--objectives, skills, sources of materials, etc. This course was apparently designed to fulfill the "skills" professional preparation for teaching these to the pupils as suggested in section one of this report. According to the summary of the course as prepared by the instructor this should have made teachers competent to present specific skill lessons . . . There is one doubt in the mind of the writer, relative to the emphasis on specificity of skills for reading; an example cited by the instructor is "Demonstrating an introduction to 'The Legend of Sleepy Hollow' through commercial recording . . ." This is not a specific reading skill, nor is "introduction to poetry . . ." a specific reading skill. The writer is of the opinion that only if the teachers saw, and themselves taught specific skill lessons, would they be equipped to teach such in turn to their students. Teachers who are not so equipped usually in practice use reading kits such as SRA, and have children working on exercises which come with such kits.

c. Observation and practicum in teaching reading at the junior high school level:
This was apparently designed to give teachers the opportunity to observe correct practices in action, and for them to practice their skill under conditions which made criticism and improvement possible. This is an excellent situation, as, in the opinion of the writer, there is little transfer from lectures to classroom practice without this opportunity to apply, and to profit from mistakes

in a trial situation. Making each teacher responsible for the individual instruction of one student should have increased value from the class in individualized reading instruction many fold. The approach of making students part of the diagnostic process, and of stressing the needs to assess and constantly reassess strengths and weaknesses is in complete agreement with what the writer would consider outstandingly good practice in teaching reading to high school pupils. The class was, apparently, designed to equip teachers with diagnostic instruments for future use, and the writer is assuming that this was done . . . discussions in groups would compensate for teachers working with but one student during the class. Observations and shared discussions must have increased their awareness of techniques for diagnosis, and the need for individually selected materials and constant record keeping and appraisal of individual strengths and weaknesses.

d. The seminar in reading education--was apparently designed to equip teachers to judge validity and reliability of reported research and to design their own research:
The writer is at a loss to evaluate this course in the light of the objectives of the institute. Stress was apparently not placed on the application of research findings in the classroom, therefore the writer can but conclude that the intent was to improve the teacher's own ability to read critically, by providing standards for evaluation of research reports. It is unfortunate that this could not have been applied to the classroom, or that attempt could have been made to form the habit of research reading in the teachers.

3. *The Inservice Program*

Briefly, the inservice program consisted of a teacher teaching reading to students, grades six to nine, attending seminars monthly, participating in state and national conferences, and each developing and completing a research project (descriptive summary of techniques and methods, developmental use and refinement of materials, case studies, critical evaluation of a technique used by the summer teaching faculty . . . etc.). Supervision and evaluation of the inservice program included consideration of the research project, two visits monthly for nine months by a college supervisor, at least one visit by an outside lecturer-evaluator, and a final evaluation session of four days in June 1967 . . . The inservice program together with the summer institute earned each teacher fifteen college credits.

This program would appear to have been designed to provide the teachers with an opportunity to initiate a developmental reading program, especially through use of their summer experiences, with suitable materials and evaluative techniques--and to provide for its on-going appraisal and redirection through conferences with college instructors bimonthly, and a general sharing of problems and materials at monthly seminars. The research project required keeping of records, holding student conferences, and organizing and presenting reports in such manner as to provide material for discussion and self-evaluation. Visits by lecturer-evaluators provided for further evaluation and discussion, and these together with faculty visitations should have proved highly motivating. The general plan seemed admirably conceived to put into action the techniques and methods provided in the summer institute and to meet the criteria for a good developmental reading program which the writer outlined in the beginning of this report. The writer visited five teachers officially, spending approximately one-half day with each teacher--this time being spent in observation in the classroom and conference with the teacher. Further, the writer visited other classrooms on an informal basis--and had the pleasure of attendance at one of the monthly seminars of the participating inservice group.

In general, the following are the writer's conclusions from the above observations and conferences, and considered in light of the criteria he formulated at the beginning of this report:

a. Step one -- Establishing habits of reading at levels where a student felt comfortable with his performance--has been accomplished to an extent beyond where the writer would have considered possible. There was not one child observed by the writer in classes visited who was not reading when the opportunity had been provided for all to do so. The students read with apparent enjoyment, and spot checking by the writer found that students understood what they read. On many occasions, students continued their reading when the presiding teacher had instructed them to proceed with some other activity. Overwhelmingly, the students were reading, they were reading with satisfaction in the task, and in an overwhelming majority of the cases observed they were reading voluntarily. This is a measure of success far beyond the expectation of the writer.

b. Step two -- Changing attitudes of students toward reading. As judged by the alacrity with which students turned to reading when time was provided for this activity, and the apparent reluctance with which they relinquished it, this objective has been reached--again, to a far greater extent both in number of students, and in depth of change than the writer would have considered possible in the time lapse from September when the program was initiated, to April when the observations were made.

c. Step three -- The teaching of specific reading skills. Judging from the summer institute, the teachers should have been equipped by formal explanation, discussion, observation, and some limited practice, to teach formal skills, and to provide practice in formal reading skills, and evidence to students that formal skills repaid the student in learning through reading. From observation of the writer, from conferences with students, and from conferences with teachers, it appeared to the writer that this step has either not been reached by the majority of the teachers observed (It is quite possible that it is too early in the program to expect this step to have been reached), that teachers are expecting formal reading skills to be accomplished by the use of practice materials such as SRA kits by the students, or that teachers are unaware of the needs, techniques, etc., necessary to teach reading skills formally. The writer is inclined to believe that the program has not advanced to a stage when students could maintain their but-recently-acquired good attitudes to reading, and their voluntary pursuit of it if subject to the rigors of study reading and the difficult learning of formal reading skills, therefore, he believes that the time has not yet arrived to stress this step. Informal spot checks with students revealed that the more common rules of phonetics and syllables were unknown to students. Informal checks with students on skills such as skimming revealed that even those who could use the skill rather efficiently had no understanding of the process itself. Kits were in evidence in some classrooms, and some students were using them and other skill workbooks, but students could supply no adequate reasons why they were using such. Teachers expressed the opinion that the pupils who seemed to have most difficulty in reading were helped by use of kit and workbook materials. There was little evidence of specific diagnosis.

e. Improvement in Reading Tastes - Since this step is accommplished over years of effort it is much too soon to tell if progress is being made in this area. From the very positive attitude toward reading gained in this program, the writer is optimistic that amount of voluntary reading will lead to improved reading tastes. Seldom has he seen a more conducive environment for such.

4. *Conclusions and Recommendations* --Again, referring to the criteria established by the writer:

   a. This program has been overwhelmingly successful in establishing and achieving the reading habit in junior high school students. Students are reading, they are reading voluntarily, and they are reading in volume.
   b. This program has been overwhelmingly successful in changing attitudes toward the teaching of reading in junior high school teachers. This last achievement is of enormous value as the benefit is cumulative, and indicates the direction of future programs for reading improvement--they will be through inservice work with teachers of reading.
   c. Specific diagnosis, and teaching of specific reading skills has yet to be achieved with the majority of these teachers. Perhaps there should be further work in diagnosis and skill instruction with the teachers -- but the time for application has not been ripe -- this should be done by extending the project for another year.
   d. Teachers feel the need of periodic visits to their classes of someone who is professionally skilled in reading, is vitally interested in them, and in their students--who will be honest, constructive and evaluative. But he must not be connected to the administration of the school district or the teacher's security is threatened, and the relationship is destroyed.
   e. With the continuation of this program into the skills area, with a relationship such as the director has established here, beneficial effects to teachers, and from them to students, will probably provide a model upon which to design future teacher instruction. The present pattern of teacher's college--teaching--summer courses--teaching--discrete, and unrelated, will change, to provide a smooth transition from teacher's college through to master teachers with continuous experimentation and inservice guidance. May the day come soon.

DIRECTOR'S SUMMARY 6

Robert A. McCracken

Staff

We planned our teaching staff with several things in mind in addition to the obvious "good professional qualifications." We wanted to have a staff who strongly supported different points of view so that the participants would not get repetition of a party line in each class. We wanted to have enough professors so that no one would run out of steam. We were aware of a danger in one person having too much teaching responsibility. We wanted professors at several levels of professional competence so that each participant might find at least one staff member with whom he could feel professionally at ease.

We chose evaluators who had differing philosophies. We assigned the observations so that each evaluator saw one remedial teacher, since we had four remedial teachers, each saw at least one teacher who emphasized individualized reading. We had to make visitation schedules fit the geography. We chose evaluators who were well known professionally, although we had to replace two of our original evaluators. We were fortunate to be able to get excellent replacements who had points of view similar to the original evaluators.

All the staff, except the director, were visiting staff in one sense. Mr. Mullen has become a permanent staff member, and Mr. Bruland had a one-year appointment at Western primarily for the institute.

The staff was excellent. The participants' reactions indicated that no one staff member was liked best or least. Each made significant and unique contributions. Each wanted more time at the end of the summer session because he was not quite finished. The participants wanted more time with the staff. The participants recognized the disagreements among the staff, individualized versus basal reading as a major one. Each participant was forced to make up his own mind. Many were unable to resolve the conflicts in the summer and were forced to think and experiment during the academic year before resolving the conflicts. This seemed to be professionally healthy. One participant was overheard in a private conversation with another participant at the end of the year. She said, "I am not sure if I was really a better teacher this past year, but I will be next year. I now know why I am teaching as I am. I have a philosophy."

Each evaluator contributed significantly to the growth of the participants. Their evaluations, minus any personal observations about individual participants, were reported to the participants at the end of the year. It was interesting to note that most of the weaknesses noted by the evaluators were noted in the monthly reports of the participants before the evaluator reports were received. The participants had become self-critical and were capable of mature self-evaluation. The participants read many of the professional writings of the evaluators before they visited. They read even more after the visitations, and attended I.R.A. sessions to hear them further. The interest which the evaluators showed impressed the participants immensely and was directly responsible for most of these participants growing professionally. As one participant said, "We're no longer rookies." The participants are no longer provincial in their views of reading. They are national or international.

Evaluation of Strengths and Weaknesses

This institute had many strengths, and few, if any, weaknesses. The weaknesses are comparative, and perhaps can be seen only in retrospect.

We strove to change teaching behavior. We wanted teachers to become more interested in children and in books. We wanted teachers to stop teaching thirty children as a group. We wanted teachers to become self-critical. We wanted teachers to be adept at diagnosis and diagnostic teaching. We wanted teachers to become enthusiastic about teaching, and to allow this enthusiasm to spill over onto their pupils and their colleagues. We wanted to select an average group of teachers, not those with whom success was guaranteed because they were superior to start.

(1) All participants changed their teaching behavior. All tried methods new to them and revised their old. Most have broken the lock-step grade-level approach characteristic of junior high schools and are individualizing instruction to meet individual differences.

(2) There has been a major change in the attitudes of the teachers toward themselves, toward teaching, and toward children. Many entered the institute uninspired about teaching, not overly enthusiastic about teaching reading, having enrolled because they wanted to do something about their "routine teaching" and because they were to receive a stipend. When checked on the importance of the stipend at the end of the session, most said they would enroll again without the stipend, that the stipend was not necessary because the satisfactions were so great, except that they probably would never have been motivated to apply if the stipend had not been offered.

I would evaluate seventeen of the participants as now highly motivated, highly enthusiastic about teaching children and the teaching of reading, and three as indifferent or locked into the tradition of putting content ahead of skill and attitude development. The three, whom I would rate as somewhat unsuccessful, sincerely rate themselves as much changed or improved, and are struggling to reconcile their traditional content orientation with the developmental skill orientation and individualization of instruction which typifies the institute and the classes of the successful seventeen.

(3) There has been a noticeable change in attitudes and practices of evaluation. Most of the participants are now able to accept criticism, from me, from their fellow participants (who are more severe than the director), from their pupils, and from themselves. Most have been able to remove emotion from evaluation so that evaluation has become a matter of determining strengths and weaknesses from which goals can be set, rather than evaluation being "good" or "bad" or "A,B,C,D, and F." With this ability to use criticism and evaluation about themselves has come a marked change in their evaluation of children. Report cards have lost their threat, and pupils are working to learn to read better rather than jockeying to get an "A" or a passing grade.

(4) We need more time. Many of our participants showed their greatest spurt during the last two months of the school year. So much more could be done in one more year with perhaps less intensive supervision. Most of the participants did beautifully in getting out of the lock-step, grade-

level, one-two-three-group conventionalism. Most have abandoned the single text in content areas other than reading, particularly in spelling and social studies, and have pupils reading from a great variety of books, texts and trade books.

We needed more time for the participants to refine methods of skills instruction and to develop skill and greater insight into diagnostic teaching. Many participants were just ready for intensive work in diagnosis as the institute ended. This may be a strength rather than a weakness. We finished with enthusiasm, with determination to continue next year as learning teachers. This is so much better than feeling completed or finished.

I expect that most of these participants will enroll in seminar next academic year so that we shall be able to continue under the regular college program.

(5) The teachers who had machines, reading kits, programmed materials, etc., tried them and found them to be little used after the beginning of the year. They found more effective modes of teaching. They found books to be the important material. Some who did not have access to these things felt that they needed them to be more effective. Some participants expressed the desire to have more opportunity to be exposed to them.

It seems a waste of money to buy all the gimmicks which are purported to teach reading, but the participants seemed unwilling to accept our evaluation of their limitations. Loading a reading center with machines implies support of machine oriented centers, so we are faced with a dilemma. Perhaps the participants needed to work with the machines in a self-improvement program as part of their training. Perhaps the reading classrooms with equipment and booths give status to the teachers even when they do not use them much. Our "disadvantaged" reading teachers envied those who were affluent even though the affluent were unimpressed by their equipment and reported that the kits and machines were not important, nor were their pupils interested in using the machines and gimmicks after the initial newness wore off.

Structural Strengths

It is difficult to separate the personal strengths of the staff from the non-personal strengths of the institute in evaluating the effectiveness of the institute. However, there seemed to be seven organizational strengths which other programs could duplicate and which we would duplicate in additional programs:

(1) Participants should have professional contacts on several levels. We did this through our staff which ran from graduate student through nationally recognized reading expert, and through choosing a staff who strongly supported different points of view. The teachers had to think and choose, not just fit into one party line. We did this through bimonthly visits, monthly seminars, a personal letter following each visit by the director, mailing reprints of journal articles and pamphlets, and requiring attendance and participation in reading conferences. The observation visits were not scheduled, except when a teacher made a special request. As the teachers said, "We had to be prepared every day."

The professional contact must be both supportive and challenging. However, most teachers need support much more than they need challenge. Most teachers know how to teach better than they practice; they need support when they break from their old habits as they attempt creative teaching.

(2) Practice what you preach, to use a cliché. We thought that participants might teach as they had been taught. We individualized our instruction. We gave each participant individual attention, and we were concerned that each participant succeed by developing a teaching style that fit his personality and abilities. We felt that this individual attention to participants had a definite effect upon getting our participants to be more concerned about individual pupils in their classes. For example, when a good practice was observed, the participant, usually via the evaluation letter, was asked to bring in his materials and to present the lesson to the other participants in seminar.

(3) Demonstrate with the participants' pupils. We spent as much as seven consecutive days with a participant demonstrating that "slow" kids can work for long periods independently. We could have said this, and had said it many, many times, but the participant really did not believe it would work with her pupils. If the supervisor is sure that something will work, he should be ready to demonstrate it.

(4) Participants should be from different school districts or at least from different buildings. We had three participants from one building, and two from another. They worked well, so that this is no criticism of them. It seemed that the participants would not allow anyone to blame "they" for poor practice. If a participant said, "I'd like to try that but they won't let me," the others said, "Phooey! Your *they* (principal, superintendent, supervisor) is no worse than mine, and I can try it."

(5) Supervisors can probably function better when they have no connection with the "they" of a school system. We felt that our having no connection with the teacher's salary, tenure, or promotion aided in supervising. We felt that the teacher's growth in self-evaluation might have been impeded severely if we had been part of the "they."

This may mean that professors of schools of education can and should function uniquely as consultant-supervisors with groups of teachers over long periods. We do too much *one day, one week* consulting.

(6) There should be provision for long term contact. Our program lasted officially for fifty-four weeks. This was long enough to convince us that this kind of supervision can work, but we must continue beyond the official time indefinitely to achieve our goals.

(7) Make professional materials readily available to teachers. We know that pupils read much more when they have both a classroom and central library. We were convinced that our teachers read more because we mailed materials to them or had them in class for borrowing, even though the same materials were available at the College Library.

Conclusion

I am firmly convinced that fully certified teachers, teachers with ten or twenty years or more experience as well as young teachers, want supervision which is directed toward improved teaching. They probably do not want supervision which judges or merits their teaching. They do not want to be told that they are good or poor. They don't want a report card. They want the opportunity to learn how to teach better, and they would welcome regular supervision which achieves this.

I am firmly convinced that we, at the college level, must put more of our effort into supervision of experienced and fully certified teachers if we want to effect marked changes in the programs of schools. It takes a thousand pounds of traditional summer or extension course work or ten thousand pounds of undergraduate work to accomplish what one pound of on-the-job supervision can do with an experienced teacher. I am sure that the participants were better teachers during the past academic year because they participated in our institute. I am sure they will be even better teachers next year. The benefit is cumulative.

We need to build programs which are efficient, in which professional time is well spent. The kind of program we had under our institute should guide our developing efficient and productive graduate programs. We are beginning in the fall of 1967 to offer one graduate seminar which will provide for this kind of supervision. We are going to push to expand this through school districts bearing part of the cost. We have requested another N.D.E.A. grant to initiate a similar program with our graduates in their first year of teaching. We expect that the success of this program will be instrumental in enabling us to gain college support for such programs.

Appendix A

PARTICIPANT EVALUATION QUESTIONNAIRE WITH SUMMARY OF RESPONSES

May 18, 1967

96/ 97

Dear Participant:

I am beginning the process of final evaluation of our institute. This evaluation will become the final report to the U.S.Office of Education. Because you are one of the recipients of our efforts, your opinions will be the bases of this report.

I am asking you to write your opinions of the Institute and to return them in the enclosed stamped envelope by *May 25.*

To help you to organize your thinking, I am including the following guidelines:

OBJECTIVES OF THE INSTITUTE (From the original proposal to the USOE)

The major broad objective of the institute is to upgrade the qualifications and performance of junior high school teachers assigned to teach "developmental reading" by extending their areas of knowledge and improving their "techniques and practices" of teaching reading.

The specific objectives designed to meet the broad objective are:

(a) to increase the understandings of the developmental nature of the reading process from upper elementary grades through the junior high school level, and beyond, and to develop increased skill in guiding this process;

(b) to increase awareness of the complexity of the reading process by understanding more of the role of the learner's background of experience, his self-concept, ability for learning, and needs in learning to read;

(c) to increase awareness of the wide range of reading performance normally found in the secondary classroom, and to develop skill in dealing with this range of achievement, including rate of reading growth and variability of this growth;

(d) to extend the concepts of teaching reading beyond the basal reader; i.e., content area textbooks, reference materials, and personal reading materials, and to provide experience in this kind of teaching;

(e) to increase skill and experience in dealing with individual differences through various organizational procedures, differentiated instruction, and use of a wide range of materials designed for both the normal and atypical child;

(f) to develop skill in evaluating the reading achievement and the changes in reading achievement of a learner, and to provide adequate instruction for readers as needs change;

(g) to increase the awareness of the need for using alternative instructional methods and materials to attain objectives;

(h) to evaluate the newer theoretical developments and materials and their usefulness in improving the effectiveness of the reading instruction;

(i) to provide an opportunity to examine, to see in use, and to use selected professional texts, multi-level materials, programmed materials, basal readers, workbooks, and trade books through exhibits, the practicum, and demonstration-meetings with publishers' consultants.

(j) to provide a practicum experience with junior high school age children, giving an opportunity to put into practice the above objectives through observation, participation and supervised teaching.

Please react to all or most of the questionnaire. Mark the scale provided somewhere between the extremes. (Good 5 X 3 2 1 Poor.) Comment if you wish. Respond to all of the General Comment questions. Make your remarks candid, inclusive, and yet brief as possible.

Thank you for your help.

Sincerely,

Richard A. Bruland
N.D.E.A. Institute in Reading
Western Washington State College

RAB:hp
Enc.

NAME (Omit if you wish) DATE

EVALUATION N.D.E.A. INSTITUTE IN READING

I. PRE-INSTITUTE PREPARATION

							ΣFX	N	μ
A. Publicity:									
(F)	8	6	4	1			78	19	4.1
(X)GOOD	5	4	3	2	1	POOR			
B. Criteria for selection of participants:									
F	5	7	3				62	15	4.1
GOOD	5	4	3	2	1	POOR			
C. Orientation of participants:									
F	9	7	3		1		83	20	4.2
GOOD	5	4	3	2	1	POOR			
D. Pre-institute communication:									
F	12	5	2				86	19	4.5
GOOD	5	4	3	2	1	POOR			

II. PROCEDURES

							ΣFX	N	μ
A. Length of summer session:									
F	1		16	2	1		88	20	4.4
TOO SHORT	1	3	5	3	1	TOO LONG			
B. Number of hours each day (summer):									
F		1	16				83	17	4.9
TOO MANY	1	3	5	3	1	TOO FEW			
C. Hours required outside of class (summer):									
F		3	12	1	2		74	18	4.1
TOO MANY	1	3	5	3	1	NONE			
D. Required lunch meeting:									
F	3	4	6	3	4		59	20	3.0
VALUABLE	5	4	3	2	1	UNNECESSARY			
E. Observation:									
F	16	1	2	1			91	20	4.6
VALUABLE	5	4	3	2	1	UNNECESSARY			
F. Work with individual child:									
F	9	6		2	1		74	18	4.1
VALUABLE	5	4	3	2	1	UNNECESSARY			
G. Balance of time allowed for each class:									
F	7	6	6	1			79	20	4.0
GOOD	5	4	3	2	1	POOR			
H. Monthly seminars:									
F	15	3	2				93	20	4.7
VALUABLE	5	4	3	2	1	INEFFECTIVE			

III. PHYSICAL FACILITIES SUITABILITY

A. Meeting room (Campus school gym):									
F	6	6	5	1	2		73	20	3.7
GOOD	5	4	3	2	1	POOR			
B. Demonstration room (Campus school library):									
F	2	5	8	2	3		61	20	3.0
GOOD	5	4	3	2	1	POOR			
C. Individual student conference facilities:									
F		6	4	4	6		50	20	2.5
GOOD	5	4	3	2	1	POOR			
E. Summer housing (when applicable):									
F	2						10	2	5.0
GOOD	5	4	3	2	1	POOR			
F. Campus facilities (eating, library, etc.):									
F	13	6					89	19	4.7
GOOD	5	4	3	2	1	POOR			

G. Library, summer (Books on Exhibit, Institute collection, Campus school):

							ΣFX	N	μ
F	14	6					94	20	4.7
AFFLUENT	5	4	3	2	1	INADEQUATE			

H. Library, lending:

F	13	6	1				92	20	4.6
USEFUL	5	4	3	2	1	NOT USED			

100 IV. EVALUATION OF MODES OF INSTRUCTION (Here we are considering content as it has affected your teaching behavior *not* particularly effectiveness of the instructor, although this will affect your judgment.)

A. Ed. 486, Individualized Reading Instruction (Mare):

F	4	9	2	2	1		67	18	3.7
INVALUABLE	5	4	3	2	1	OF LITTLE USE			

TEXTS: Barbe, W. ***An Educator's Guide to Personalized Reading Instruction.***

	Yes	No
Own	14	
Have Read	13	
Useful (77%)	10	

Gans, R. ***Common Sense in Teaching Reading.***

	Yes	No
Own	12	
Have Read	15	
Useful (73%)	11	

Lazar, M., Draper, M., and Schwietert, L. ***A Practical Guide to Individualized Reading.***

	Yes	No
Own	13	
Have Read	14	
Useful (93%)	13	

B. Ed 487, Improvement of Instruction in Reading in the Secondary School (Mullen):

F	12	5	3				89	20	4.5
INVALUABLE	5	4	3	2	1	OF LITTLE USE			

TEXTS: Bamman, H., Hogan, U., and Greene, C. ***Reading Instruction in the Secondary Schools.***

	Yes	No
Own	19	
Have Read	20	
Useful (100%)	20	

Strang, R., and Bracken, D. ***Making Better Readers.***

	Yes	No
Own	16	
Have Read	14	
Useful (93%)	13	

C. Ed. 497, Observation and Practicum in Teaching Reading at the Junior High Level (Brown & McCracken):

							ΣFX	N	μ
F	18	2					98	20	4.9
INVALUABLE	5	4	3	2	1	OF LITTLE USE			

TEXTS: Sheldon, W., and McCracken, R. "The Junior High School Reading Program," *Teacher's Manual for High Trails.*

	Yes	No
Own	14	
Have Read	15	
Useful (93%)	14	

Harris, A. *Readings on Reading Instruction.*

	Yes	No
Own	15	
Have Read	15	
Useful (100%)	15	

D. Ed. 585, Seminar in Reading Education (Lowell):

							ΣFX	N	μ
F	5	8		6	1		70	20	3.5
INVALUABLE	5	4	3	2	1	OF LITTLE USE			

TEXTS: Figurel, J. Allen. *Improvement of Reading Through Classroom Practice.*

	Yes	No
Own	7	
Have Read	10	
Useful (50%)	5	

E. Ed. 586, Seminar for Reading Specialists (McCracken):

							ΣFX	N	μ
F	11	8					87	19	4.6
INVALUABLE	5	4	3	2	1	OF LITTLE USE			

V. COMMUNICATION

A. Classroom visitations:

							ΣFX	N	μ
F	16	2	1				91	19	4.8
INVALUABLE	5	4	3	2	1	INEFFECTIVE			

B. Discussion during or following visitation:

							ΣFX	N	μ
F	12	4	1	1			81	18	4.5
INVALUABLE	5	4	3	2	1	INEFFECTIVE			

C. Observation checksheets:

							ΣFX	N	μ
F	2	5	5	5	1		56	18	3.1
INVALUABLE	5	4	3	2	1	INEFFECTIVE			

D. Followup letter:

							ΣFX	N	μ
F	17	2					93	19	4.9
INVALUABLE	5	4	3	2	1	INEFFECTIVE			

E. General Announcements, memos, etc.:

							ΣFX	N	μ
F	16	2	1				91	19	4.8
GOOD	5	4	3	2	1	POOR			

VI. EVALUATORS (DRS. BAMMAN, EARLY, FEA, HUNT)

								ΣFX	N	μ
A. Reaction to classroom observation:										
	F	13	4	1				84	18	4.7
	USEFUL	5	4	3	2	1	UNNECESSARY			
B. Visitation after observation:										
	F	16	2	1				89	19	4.7
	USEFUL	5	4	3	2	1	UNNECESSARY			
C. Discussant at seminar:										
	F	13	4	1	1			86	19	4.5
	GOOD	5	4	3	2	1	POOR			

VII. CONVENTIONS (Value of released teaching time)

A. W.O.R.D.:										
	F	13	4	1				84	18	4.7
	VALUABLE	5	4	3	2	1	UNNECESSARY			
B. I.R.A:										
	F	12	4	1				79	17	4.7
	VALUABLE	5	4	3	2	1	UNNECESSARY			

VIII. GENERAL COMMENTS:

A. What was the value of this Institute for you in improving your effectiveness as a teacher? What are some specific differences you have made in your program as a result?

B. The effects of this Institute should be broader than the changes in your behavior. In terms of various kinds of feed-back received, how has this program influenced children? parents? other teachers? administrators?

C. What is the most significant thing that happened to you during this Institute?

D. Would you recommend other Institutes of this kind? What are its major strengths?

E. What changes (improvements) would you make? What are its major weaknesses? Was there a phase lacking or missing?

F. What has been the effectiveness of a year-long Institute as compared to one that might have ended in August?

G. How has your participation in this Institute been influenced by your receiving a stipend?

H. Where do you go from here? What are your plans in the area of reading? How has this Institute influenced your plans?

I. Make any additional comments not covered by this form which you consider pertinent.

Appendix **B**

CHECKLIST OF TEACHING ACTIVITIES

PARTICIPANT____________________ DATE____________
SCHOOL____________________ PERIOD (time)____________
OBSERVER____________________ CLASS____________
SUBJECT____________

TEXTBOOKS ☐ & CLASSROOM LIBRARY ☐
Basal readers____________ No basals____________
One text____________ Multi-text____________
Trade books____ Paperbacks____ Reference books____________
Weekly periodical____________ Newspaper____________
Periodicals____________________
Dictionaries: Number____ Kinds____ Unabridged____________
Skill boxes ☐: Number____ Kinds____________
Workbooks ☐: Several____ Single____________
Suitability of reading level materials:____________
____

KEY:
Yes - used in lesson X, or ✓- independent use, NBU - not being used.

GAMES, DRILLS, ACTIVITIES ☐: Whole class____ Groups____ Individual____
Teacher made____ Pupil made____ Commercially printed____
Programmed: Self-instructional____ Playlet____________
Demonstration____ Film____ Filmstrip____________
Record____ Tape recording____________
Dittoed materials____ Drill____ Busy work____________

ORGANIZATION: Whole class____ Groups____ Individual____
Flexibility:____________________
Integration:____________________

BULLETIN BOARD DISPLAYS
Reading oriented____ Other____ Empty____________
Teacher made____ Pupil made____ Commercially printed____

DECISION MAKING ☐

Permitted________ Encouraged ________ Accepted ________

Directed________ Not accepted________ Not permitted________

SKILL LESSONS ☐: Specifically taught ____ Incidentally taught ________

Complete________ Partial________ Omitted________

CONCEPT DEVELOPMENT ☐

Definitely taught ________ Partially taught________ Omitted________

Before reading________ After reading________

COMPREHENSION ☐: Critical________ Interpretive________ Recall____

VOCABULARY ☐: Whole class______ Grouped______ Individual________

Reading________ Other subjects________

EVALUATION ☐

Self______ Mutual understanding________ Group correcting________

Teacher marking________ Predetermined standard________

Curved standard________ Ability standard________

LESSONS ☐

Creative______ Constructive______ Dramatic______ Expanding________

Ditto______ Paper and pencil________ Terminal________

Self choice ________ Mandated assignments________

INDEPENDENT ACTIVITIES ☐: Many______ Some______ None________

Expanding ________ Terminal ________

INTERACTION ☐

Pupil to pupil______ Teacher-pupil______ Dialog________

Free________ Directed________ Restricted________

PUPIL PARTICIPATION (numbers are placed in the squares)

4 - All	2 - Few	0 - No observation
3 - Some	1 - None	n/a - Not applicable